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TECHNICAL ASSISTANCE MANUAL

for

CARL D. PERKINS VOCATIONAL EDUCATION ACT

APPLICATIONS AND GRANT MANAGEMENT

Program Year 1990 Forward

MONTANA BOARD OF REGENTS OF HIGHER EDUCATION

Fall 1988

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INTRODUCTION

The **Carl D. Perkins Vocational Education Act (Public Law 98-524)** was enacted in 1984 to replace the Vocational Education Act of 1963 and its subsequent amendments. It is the major vehicle for federal support of vocational education in the states. Most of this support is channeled to the states for distribution. (Some funds go directly from the government to recipients in the states, such as Title I funds to tribal education agencies.)

In Montana, the Board of Regents of Higher Education has been designated by the State Legislature as the sole state agency for Perkins funds - the state agency responsible for the use of those state-administered funds in Montana. The Board contracts with the Office of Public Instruction to provide management of, and technical assistance for, all Perkins grants to eligible subrecipients providing services to secondary school and adult vocational education students.

Each state receiving Perkins funds is required to submit to the federal government a formal plan for how the state will comply with all the federal regulations governing the use of Perkins funds and how the state plans to use the funds to support vocational education in the state. This document is called the **State Plan.** Public hearings are conducted whenever a new State Plan is required and whenever substantive amendments are proposed to the Plan. The current State Plan, which applies to program years 1989 and 1990, will be available at all main branch libraries in Montana and will be sent to all participating eligible recipients in the state.

The people in secondary and postsecondary vocational education, as well as the staffs of both the Office of Public Instruction and the Board of Regents, have recommended that a technical assistance manual be developed to provide a consistent, clear statement of:

- how Perkins funds are supposed to be used;
- who is eligible to receive Perkins funds;
- how Perkins funds are distributed to the field in Montana;
- how the field can effectively apply for Perkins funds; and
- what obligations go along with using Perkins funds.

This Technical Assistance Manual **(TAM)** has been written to respond to those concerns. It will be further refined and clarified as people in the field give us feedback on what needs to be added or made clearer to answer their questions. The format of the TAM has been designed to provide basic information about the purpose of <u>each</u> funding category, who is eligible for the funds, how the funds may be used and any special restrictions that apply. Because there will not be enough TAM's published to provide all interested persons with a copy, we hope that eligible recipients will make copies of whatever sections they wish to distribute within their agencies in Montana.

USE OF CARL D. PERKINS VOCATIONAL EDUCATION ACT FUNDS

General Orientation

The Perkins Act is designed to **supplement** state and local efforts by supporting improvements to vocational education, not to supplant support for basic services and existing programs. The Act provides specific setasides, as portions of each state's allocation, for special populations that have been traditionally underserved in vocational education. It also includes sections for special programs, national research funding, and for establishment of partnerships between industry and education to develop training programs in high technology occupations.

However, not all provisions of the Act have been funded by Congress. Two major portions of the Act have been funded with Congressional appropriations for state-administered programs: 1) Title II, the Basic Grants for Vocational Education and 2) Title III, Special Programs.

Title II, Part A -- Vocational Education Opportunites - Setasides for targeted populations

- Handicapped individuals;
- Economically or educationally disadvantaged individuals;
- Adults in need of training or retraining;
- Individuals who are single parents or homemakers;
- Individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education; and
- Criminal offenders who are serving in a correctional institution.

Title II, Part B -- Vocational Education Program Improvement, Innovation and Expansion

- Curriculum development;
- Personnel development;
- Career counseling and guidance activities;
- All other allowable improvement, innovation and expansion activities

Title III, Part A -- State Assistance for Vocational Education Suppport Programs by Community-Based Organizations

Title III, Part B -- Consumer and Homemaking Education

The Act funds prevocational activities, vocational education and vocational-technical education below the baccalaureate degree level only.

What is the distribution of Montana's Perkins allocation among the funded project categories?

Population characteristics of the state determine the total amount of Perkins funds each state receives. Within each state's allocation, the following percentages of the state's basic grant are applied to the amount remaining after the state's administrative allocation is subtracted:

Title/Part/Category	Allocation
Title II, Part A	
Handicapped	10%
Disadvantaged	22%
Adults in Need of Training/Retraining	12%
Single Parent/Homemaker	8.5%
Sex Bias/Stereotyping	3.5%
Criminal Offenders	1%
Total, Title II, Part A	57%
Title II, Part B	
Curriculum Development	
Personnel Development	
Guidance and Counseling	
All Other Program Improvement, Innovation and Expansion	
Total, Title II, Part B	43%

Within Title II, Part B, there are requirements that each state spend at least the amount they spent in program year 1987 in curriculum development, personnel development and guidance/counseling. The dollar amounts that will be available in Title II, Parts A and B, and in Title III, Parts A and B, will be listed as an addendum to the RFP when it is issued in November.

What exactly is vocational education?

The Perkins Act includes a definition of vocational education. "**VOCATIONAL EDUCATION**" means organized education programs which are directly related to the preparation of individuals for paid or unpaid employment in such fields as:

- o agriculture
- o marketing and distributive occupations
- o modern industrial and agriculture arts
- o home economics
- o business occupations
- o technical and emerging occupations
- o trades and industrial occupations

or for additional preparation for a career in those fields and in other occupations requiring other than a baccalaureate or advanced degree. The definition includes the activities of vocational student organizations as an integral part of the program.

An "**organized education program**" means only:

1) Instruction, including career guidance and counseling, related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from that training;

2) The acquisition, including leasing, maintenance, and repair, of instructional equipment, supplies, and teaching aids;

3) The term does NOT mean construction, acquisition of <u>initial</u> equipment or buildings, or the acquisition or rental of land.

Note that equipment purchases ARE allowable expenditures of Perkins funds when such purchases expand, improve or provide innovation to <u>existing</u> programs.

<u>Is G.E.D. instruction considered vocational education?</u>

Keep in mind that Perkins funds are for vocational education, not general secondary education. Perkins funds will pay for <u>**basic skills instruction**</u> **ONLY** for students who are enrolled in a vocational education program when that instruction is related to their vocational education. Basic skills instruction is not authorized for students who are not enrolled in a vocational education program.

<u>What is considered a "quality" vocational education proposal?</u>

A vocational education proposal's quality is determined, for the purposes of Perkins funding, to depend on its inclusion of the following:

- o making vocational offerings responsive to the realities of the occupational needs of Montana;
- o facilitating entry into, and success in, vocational education or vocational-technical education;

- o easing the transition between school and work and/or between secondary and postsecondary education;

- o incorporating up-to-date and emerging technology into vocational education and vocational-technical education offerings.

What is the difference between vocational education and vocational-technical education?

Vocational education is the term used to encompass offerings at the secondary school level and vocational-technical education typically refers to postsecondary offerings. The terms are not intended to be mutually exclusive in this manual.

What is a community-based organization?

The Perkins Act uses the same definition of a community-based organization that the Job Training Partnership Act uses. That definition is as follows:

"Community-based organization" means:

- o a **private nonprofit organization** of demonstrated effectiveness which is representative of communities or significant segments of communities and which provides **job training services** (for example, Opportunities Industrialization Centers, the National Urban League, SER-jobs for Progress, United Way of America, Mainstream, the National Puerto Rican Form, National Council of La Raza, 70,001, Jobs for Youth, organizations operating career intern programs, neighborhood groups and organizations, community action agencies, community development corporations, vocational rehabilitation organizations, rehabilitation facilities (as defined in section 7(10) of the Rehabilitation Act of 1973), agencies serving youth, agencies serving the handicapped, agencies serving displaced homemakers, union-related organizations, employer-related nonprofit organizations)

- o or, an organization of demonstrated effectiveness serving non-**reservation Indians** (including the National Urban Indian Council), as well as **tribal governments** and Native Alaskan groups.

CBO's are not eligible recipients for Disadvantaged or Handicapped funds, although they may enter into cooperative agreements with educational agencies that are eligible to receive those funds. Further, the majority of Perkins funds require dollar-for-dollar match with nonfederal funds and student/enrollee tuition and fees may not be used as match.

Who is eligible to receive Perkins funds?

The rest of this section of the TAM includes specific statements of eligibility for each Perkins category in which projects may be funded. However, the following matrix is presented as an overview of eligibility.

Funding Category	Eligible Recipient: School District	Vo-Tech Center	Community College	College Univer.*	CBO
Handicapped	X	X	X	X	
Disadvantaged	X	X	X	X	
Adult	X	X	X	X	X
Single Parent/ Homemaker	X	X	X	X	X
Sex Bias/ Stereotyping	X	X	X	X	X
Corrections	---Only Correctional Institutions Eligibile---------				
Curriculum Development	X	X	X	X	X
Personnel Development	X	X	X	X	X
Guidance/Counseling	X	X	X	X	X
Program Improvement, Innovation Expansion	X	X	X	X	X
Special Programs CBOs	---CBO Joint Application With Other Recipients-----				
Consumer/ Homemaking	X				

* Colleges or universities with vocational programs at less than the baccalaureate degree level

Private vocational training institutions, private postsecondary educational institutions and employers may enter into agreements with eligibile recipients to provide Perkins-funded vocational education **ONLY IF** 1) those institutions of employers can make a significant contribution to achieving the objectives of the State Plan **AND** can provide substantially equivalent training at a lesser cost, **OR** 2) can provide equipment or services not available in public institutions.

What is the timeline for the 1990 program year Perkins grant awarding cycle?

- **November 1, 1988** — Request for Proposal (RFP) and TAM issued
- **January 20, 1989** — RFP's due no later than 5:00 P.M. at the Office of Public Instruction's Vocational Education Services for secondary projects and at the Office of the Commissioner of Higher Education's Vocational-Technical Education section for postsecondary projects
- **March 31, 1989** — Deadline for all corrections to proposals given legal review by VES and VTE staff
- **April 5-7, 1989** — Readers rate all qualified proposals
- **April 28, 1989** — Conditional approval or unfunded letters for all rated proposals
- **June 16, 1989** — All budgets and reporting forms issued to funded projects

Handicapped Category

Definition of special population to be targeted

"**HANDICAPPED**" means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons who because of sufficient learning disabilities require special education and related services and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Who may receive Perkins funds to serve handicapped individuals?

Eligible recipients are school districts, vocational-technical centers, community colleges, tribal colleges, and colleges with vocational education degree programs at less than the baccalaureate degree level. Federal regulations also state that "...a private, non-degree granting trade school which is authorized under State law to provide postsecondary education is an eligible recipient under the Act..."

Community-based organizations may **ONLY** receive Perkins funds for handicapped individuals if they have an agreement with an eligible recipient to use a portion of that eligible recipient's allotment to provide services for those students or potential students on behalf of the eligible recipient.

What special conditions apply to the use of handicapped funds?

Perkins funds may **ONLY** be used to pay for **half of the supplemental or additional costs involved in providing services that are essential to handicapped students to enable them to succeed in regular vocational education programs.** Therefore, if an eligible recipient wants to provide special services to handicapped students to enable them to keep up with other vocational education students who are not handicapped, Perkins funds may pay for only half of that additional or supplemental cost. For example, Perkins funds could pay for half of the cost of special calculators adapted for use by blind students to keep them in a regular vocational education program.

However, if an eligible recipient wants to create a **separate, non-mainstreamed** program for handicapped students to enable them to succeed in the vocational education program, Perkins funds could pay for **half of the cost above and beyond the average-per-pupil expenditure for comparable regular vocational education services and activities.** For example, if a special reading class is developed for handicapped students, Perkins funds

would pay for half of any cost of that class in excess of the average cost of a regular vocational education classroom in the school.

Appendix A contains diagrams showing the relationship of supplemental or additional costs to base program costs and illustrates the legal Perkins share of those costs. Examples are also given.

How does an eligible recipient calculate the "average-per-pupil expenditure" when determining the base on which supplemental or additional costs is applied?

Generally, an eligible recipient or a State-operated school would first identify each comparable program it provides to non-handicapped or non-disadvantaged students. Then it would calculate the total cost of offering each program on a **program year** basis (July 1st through June 30th). At a minimum, all direct costs -- such as salaries, supplies and equipment -- would be included in the calculation. Indirect costs may also be included provided the recipient has an approved restricted indirect cost rate. These program costs are then divided by the number of full-time equivalent (FTE) pupils served in each program to determine an average-per-pupil cost.

Using the same cost basis, the cost of operating the separate (or non-mainstreamed) program for handicapped or disadvantaged persons would be calculated on a per-FTE pupil basis. To the extent that the per-pupil costs in the separate program for the handicapped or disadvantaged students exceed the average-per-pupil costs identified in the comparable regular programs, half these costs may be paid with federal funds and half with additional local funds.

When an eligible recipient can identify no comparable regular program within its offerings, then it may use the average-per-pupil costs of comparable regular programs offered by another eligible recipient. However, such costs must be truly comparable. That is, cost differentials between the eligible recipients, such as salary levels, would have to be adjusted.

What are the local matching requirements for use of handicapped funds?

A dollar-for-dollar cash match of Perkins funds with non-federal funds is required. Cash match must be for supplemental or additional services, not for base services on which the project activities are provided. Student tuition and fees may **NOT** be used as a match for Perkins funds.

The exception to the use of federal funds as match involves some federal funds transferred to the tribes. Section 109 of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1809) was amended to allow that "...funds provided under this title to the tribally controlled

community college may be treated as non-Federal, private funds of the college for purposes of any provision of Federal law which requires that non-Federal or private funds of the college be used in a project or for a specific purpose." Further, "...funds provided by the Bureau [of Indian Affairs] for adult vocational education to any vocational school (as defined for purposes of any program of assistance to students under the Higher Education Act of 1965) may be treated as non-Federal, private funds of such school for purposes of any provision of Federal law which requires that non-Federal or private funds of such school be used in a project or for a specific purpose." (**Congressional Record** - House, April 13, 1988, H1573)

If the Board of Regents determines that an eligible recipient cannot reasonably be expected to provide the full matching amount for the handicapped project from local sources, it may use state overmatch to provide the balance of match required. This match will be a credit, not an actual cash disbursement.

How are handicapped funds distributed in Montana?

Handicapped funds are distributed according to a federally-determined formula that takes into account the proportions of economically disadvantaged and handicapped individuals within an eligible recipient's previous year enrollment compared to enrollments statewide. (The formula is listed in Appendix N in the State Plan.) Prior to the beginning of each grant cycle, each participating eligible recipient is surveyed to determine the number of economically disadvantaged enrolled in the agency, and the number of handicapped individuals served in vocational education, in the preceding year. All available funds in the handicapped category are then allocated to the eligible recipients on the basis of those proportions. These allocations represent the grant amount for which each eligible recipient may submit a Perkins proposal to provide the kinds of services described above. The proposals are read and rated by a panel of readers as are the other Perkins proposals. If all allocated handicapped funds are not awarded through the formula process, another special request for proposal may be issued.

Disadvantaged Category

Definition of special population to be targeted

"**DISADVANTAGED**" means individuals (other than handicapped individuals) who have economic **OR** academic disadvantages **and** who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. The term does NOT include individuals with learning disabilities. (Individuals with learning disabilities ARE included in the "handicapped" population.)

We define "**academically**" disadvantaged as an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies. Individuals who have limited English proficiency, as well as those who are dropouts from, or identified as potential dropouts from, secondary school are automatically defined as "academically disadvantaged," regardless of grade point average or how they score on tests.

"**Limited English Proficient**" (**LEP**) individuals means those: who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; or who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency and who have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the primary language of instruction is English, or to participate fully in our society.

We define "**economically**" disadvantaged as a family or an individual who is considered to be of low income on the basis of eligibility for: free or reduced-price school lunch; AFDC or other public assistance programs; a Pell Grant or comparable State program of need-based financial assistance; or participation in programs under Title II of the JTPA. (Part A of Title II deals with adult and youth programs and Part B deals with summer youth employment and training programs.) In addition, an annual income at or below the official poverty line established by the director of the federal OMB is accepted as an indicator of economic disadvantage.

Who may receive Perkins funds to serve disadvantaged individuals?

Eligibile recipients are school districts, vocational-technical centers, community colleges, tribal colleges, and colleges with vocational education degree programs at less than the baccalaureate degree level. Federal regulations also state that "...a private, non-degree granting trade school which is authorized under State law to provide postsecondary education is an eligible recipient under the Act..."

Community-based organizations may **ONLY** receive Perkins funds for disadvantaged individuals if they have an agreement with an eligible recipient to use a portion of that eligible recipient's allotment to provide services for disadvantaged students or potential students on behalf of the eligible recipient. There may be special additional requests for proposals to the field in order to distribute unused disadvantaged funds. CBO's would still have to join with an eligible recipient to have access to those funds.

What special conditions apply to the use of disadvantaged funds?

Perkins funds may **ONLY** be used to pay for **half the supplemental or additional costs involving in providing services that are essential for disadvantaged students to enable them to succeed in regular vocational education programs.** Therefore, if an eligible recipient wants to provide special services to disadvantaged students to help them keep up with students who are not disadvantaged, Perkins funds may pay for only half of that additional or supplemental cost. For example, Perkins funds could pay for half the cost of a special tutor who would work with academically disadvantaged students to keep them in a regular vocational education program.

However, if an eligible recipient wants to create a **separate, non-mainstreamed** program for disadvantaged students to enable them to succeed in the vocational education program, Perkins funds could pay for **half of the cost above and beyond the average-per-pupil expenditure for comparable regular vocational education services and activities.** For example, if a special reading class is developed for academically disadvantaged students, Perkins funds would pay for half of any cost of that class in excess of the average cost of a regular vocational education classroom in the school.

Appendix A contains diagrams showing the relationship of supplemental or additional costs to base program costs and illustrates the legal Perkins share of those costs. Examples are also given.

How does an eligible recipient calculate the "average-per-pupil expenditure" when determining the base on which supplemental or additional costs is applied?

Generally, an eligible recipient or a State-operated school would first identify each comparable program it provides to non-handicapped or non-disadvantaged students. Then it would calculate the total cost of

offering each program on a **program year** basis (July 1st through June 30th). At a minimum, all direct costs -- such as salaries, supplies and equipment -- would be included in the calculation. Indirect costs may also be included provided the recipient has an approved restricted indirect cost rate. These program costs are then divided by the number of full-time equivalent (FTE) pupils served in each program to determine an average-per-pupil cost.

Using the same cost basis, the cost of operating the separate (or non-mainstreamed) program for handicapped or disadvantaged persons would be calculated on a per-FTE pupil basis. To the extent that the per-pupil costs in the separate program for the handicapped or disadvantaged students exceed the average-per-pupil costs identified in the comparable regular programs, half these costs may be paid with federal funds and half with additional local funds.

When an eligible recipient can identify no comparable regular program within its offerings, then it may use the average-per-pupil costs of comparable regular programs offered by another eligible recipient. However, such costs must be truly comparable. That is, cost differentials between the eligible recipients, such as salary levels, would have to be adjusted.

How may funds be used for disadvantaged individuals?

Funds may be used for the improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals and for services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals.

If funds allocated for disadvantaged individuals are to be used for teacher training, such courses must be confined to **inservice** education for vocational education teachers who serve handicapped or disadvantaged students.

Modern machinery and tools may be purchased with Perkins funds for disadvantaged individuals **ONLY IF** at least 75% of the total school enrollment is **economically** disadvantaged. Alternative schools at the secondary level may be considered as separate entities for the purpose of calculating this percent.

What are the local matching requirements for use of disadvantaged funds?

A dollar-for-dollar cash match of Perkins funds with non-federal funds is required. Student tuition and fees may NOT be used as a match for Perkins funds. The exception to the use of federal funds as match involves some federal funds transferred to the tribes. Section 109 of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1809) was amended to allow that "...funds provided under this

title to the tribally controlled community college may be treated as non-Federal, private funds of the college for purposes of any provision of Federal law which requires that non-Federal or private funds of the college be used in a project or for a specific purpose." Further, "...funds provided by the Bureau [of Indian Affairs] for adult vocational education to any vocational school (as defined for purposes of any program of assistance to students under the Higher Education Act of 1965) may be treated as non-Federal, private funds of such school for purposes of any provision of Federal law which requires that non-Federal or private funds of such school be used in a project or for a specific purpose." (**Congressional Record** - House, April 13, 1988, H1573)

If the Board of Regents determines that an eligible recipient cannot reasonably be expected to provide the full matching amount for the disadvantaged project from local sources, it may use state overmatch to provide the balance of match required. This match will be a credit, not an actual cash disbursement.

IN THE DISADVANTAGED CATEGORY ONLY, an eligible recipient may use "in-kind" match for all or a portion of the cash matching dollars required. In-kind contributions to the grant activities are to be fairly valued and may include facilities, overhead, personnel, equipment, and services. In-kind contributions, as all cash match dollars, must be specifically related to the project activities and not represent base services to which the supplemental or additional services are provided.

For example, if the eligible recipient has some special instructional equipment that has been purchased with non-federal funds in the past and is planning to loan that equipment to the Perkins project for the duration of grant activities, a fair value may be assigned to the loan of the equipment. Such fair value might be the dollar amount that would be required if the project had to rent the equipment from a vendor for the grant period. The entire purchase price of the equipment may not be used, although an amortized annual value may.

If the eligible recipient has internal service charges that it plans to forego on behalf of the federal project, the usual intra-agency "use charge" may be counted as in-kind match. For example, if an agency has a centralized computer operation for which other parts of the agency pay use charges, such as so many dollars per hour of computer time, and the agency elects to provide computer time free to the federal project, the normal use charge can be counted as in-kind match. However, the use charge must be in effect for the entire agency, not derived just for the sake of matching, in order for the charge to be considered allowable as match.

Another source of "in-kind" match might be volunteer time dedicated to grant activities. The fair value might be the dollar amount that would have to be paid for the hours volunteered if the volunteer were an employee of the eligible recipient.

How are disadvantaged funds distributed in Montana?

Disadvantaged funds are distributed according to a federally-determined formula that takes into account the proportions of economically disadvantaged and all disadvantaged individuals within an eligible recipient's previous year enrollment compared to enrollments statewide. (The formula is listed in Appendix N in the State Plan.) Prior to the beginning of each grant cycle, each participating eligible recipient is surveyed to determine the number of economically disadvantaged enrolled in the agency, and the number of disadvantaged individuals, including those with limited English proficiency (LEP), served in vocational education, in the preceding year. All available funds in the disadvantaged category are then allocated to the participating eligible recipients on the basis of those proportions. These allocations represent the grant amount for which each eligible recipient may submit a Perkins proposal to provide the kinds of services described above. The proposals are read and rated by a panel of readers as are the other Perkins proposals. If all allocated disadvantaged funds are not awarded through the formula process, another special request for proposal may be issued.

Adults in Need of Training/Retraining

Definition of special population to be targeted

We define **"ADULTS WHO ARE IN NEED OF TRAINING OR RETRAINING"** as individuals who are above the compulsory school age and who are described in one of the following categories:

- Persons who have graduated from or left high school and who are in need of additional vocational education so that they may enter the workforce;
- Unemployed persons who are in need of vocational training so that they may successfully gain employment or increase their chances for employment;
- Employed persons who require additional vocational training so that they may retain their jobs or who need such training so that they may qualify for higher paid or more dependable employment;
- Displaced homemakers and single heads of households who are entering or reentering the workforce;
- Persons who are in need of vocational training so that they may seek new employment opportunities or who need retraining in new skills which are required as a result of technological advances;
- Workers who are 55 years of age or older.

Who may receive Perkins funds to serve adults in need of training or retraining?

Eligible recipients are school districts, vocational-technical centers, community colleges, tribal colleges, colleges with vocational education degree programs at less than the baccalaureate degree level, and community-based organizations (CBO's) of demonstrated effectiveness. Eligible recipients may also make arrangements with private vocational training institutions, private postsecondary education institutions or employers to provide vocational education **IF** 1) those institutions or employers can make a significant contribution to achieving the objects of the State Plan **AND** can provide substantially equivalent training at a lesser cost, **OR** 2) can provide equipment or services not available in public institutions.

What constitutes "demonstrated effectiveness" of CBO's?

The following criteria will be used on a case-by-case basis to assess demonstrated effectiveness of all community-based organizations submitting proposals for Perkins funds:

- o A documented history of effectiveness in serving the targeted population and of making concerted efforts to achieve gender equity in the services provided;
- o Financial stability and audit compliance as an organization;
- o Community credibility as shown by community coordination and close cooperation with agencies, institutions, and other CBO's working specifically with the targeted population;
- o Demonstrated leadership in the field of vocational education for the targeted population.

How may Perkins funds be used to serve adults who are in need of training or retraining?

Funds are to be used to **provide**, **improve**, and **expand** adult and post-secondary vocational education services and activities to train and retrain adults, including the costs of instruction and the costs of keeping school facilities open longer. In addition, funds may be used for placement services for students who have successfully completed vocational education programs.

What are the local matching requirements for adult funds?

A dollar-for-dollar cash match of Perkins funds with non-federal funds is required. Student tuition and fees may NOT be used as a match for Perkins funds. The exception to the use of federal funds as match involves some federal funds transferred to the tribes. Section 109 of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1809) was amended to allow that "...funds provided under this title to the tribally controlled community college may be treated as non-Federal, private funds of the college for purposes of any provision of Federal law which requires that non-Federal or private funds of the college be used in a project or for a specific purpose." Further, "...funds provided by the Bureau [of Indian Affairs] for adult vocational education to any vocational school (as defined for purposes of any program of assistance to students under the Higher Education Act of 1965) may be treated as non-Federal, private funds of such school for purposes

of any provision of Federal law which requires that non-Federal or private funds of such school be used in a project or for a specific purpose." (**Congressional Record** - House, April 13, 1988, H1573)

How are adult funds distributed in Montana?

Adult funds are awarded through the competitive grant process. In order to help provide apprenticeship-related instruction, $60,000 of the funds in this category are dedicated to paying qualified apprenticeship instructor's salaries at the rate of approximately $9.00 per hour. Because Montana is a sparsely populated state, an additional $8,000 of Adult funds is set aside to pay for delivery of approved home study courses for apprentices who do not have ready access to classroom instruction.

Single Parent/Homemaker Category

Definition of special population to be targeted

A "**SINGLE PARENT**" is a single pregnant woman or a person who is unmarried or legally separated from a spouse **AND** who has a minor child or children for which the parent has either custody or joint custody.

The definition of "**HOMEMAKER**" is a person who is an adult (18 years of age or older) and who has worked as an adult primarily without pay to care for the home and family and who, for that reason, has diminished marketable skills for entering the workforce. Although the homemaker does not have to be unmarried, special consideration will be given to providing services to homemakers who, because of divorce, separation, disability or death of a spouse, must now prepare for paid employment.

Who may receive Perkins funds to serve single parents/homemakers?

Eligible recipients are school districts, vocational-technical centers, community colleges, tribal colleges, colleges with vocational education degree programs at less than the baccalaureate degree level, and community-based organizations (CBO's) of demonstrated effectiveness. Eligible recipients may also make arrangements with private vocational training institutions, private postsecondary educational institutions and employers to provide vocational education **IF** 1) those institutions or employers can make a significant contribution to achieving the objectives of the State Plan **AND** can provide substantially equivalent training at a lesser cost, **OR** 2) can provide equipment or services not available in public institutions.

What constitutes "demonstrated effectiveness" of CBO's?

The following criteria will be used on a case-by-case basis to assess demonstrated effectiveness of all community-based organizations submitting proposals for Perkins funds:

- A documented history of effectiveness in serving single parents and homemakers as a targeted group and of making concerted efforts to achieve gender equity in the services provided;
- Financial stability and audit compliance as an organization;
- Community credibility as shown by community coordination and close cooperation with agencies, institutions, and other CBO's working specifically with single parents/homemakers;

- Demonstrated leadership in the field of vocational education targeted specifically to the single parent/homemaker population.

How may Perkins funds be used to serve single parents/homemakers?

Funds may be used to:

- Provide, subsidize, reimburse, or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will give single parents or homemakers marketable skills;

  Perkins funds will pay for basic skills instruction **ONLY** for students **ENROLLED** in a vocational education program. It will not pay for such instruction for individuals who are not enrolled in vocational education programs. This means that if a CBO is providing prevocational training to single parents and homemakers, Perkins funds will not support basic skills instruction by the CBO. It would fund provision of support services (e.g., dependent care services, transportation) for CBO clients enrolled in a vocational program at a vocational-technical center who need to attend remedial courses in basic skills.

- Expand vocational education services when this expansion directly increases the eligible recipient's capacity for providing single parents or homemakers with marketable skills;

- Assist with child care or transportation costs of single parents or homemakers to make vocational education and training programs more accessible to them, or organize and schedule those programs so that they are more accessible;

  Perkins funds may be used to support day care costs ONLY when provided by state registered or licensed day care facilities. Perkins funds will not support day care provided by participants' family members.

  If transportation is required to enable a project participant to get to and from funded project activities or vocational education and/or training, a travel allowance may be paid. The travel allowance may be paid up to 22.5¢ per mile for private vehicles for all miles travelled to and from project vocational education activities. Project staff may provide support for public transportation as deemed necessary for participant access to project activities.

- o Provide information to single parents or homemakers to inform them of vocational education programs and related support services;

- o Placement services may also be provided for students who have successfully completed vocational education programs.

What are the local matching requirements for single parent/homemaker funds?

There is no local matching requirement for the majority of single parent and homemaker funds. However, under some circumstances, there is a requirement for a dollar-for-dollar match of "local administrative costs."

Local administrative costs include only the costs to the grantee of filling out the quarterly reports and completing the final report for the project. If the grantee wishes to absorb all those costs and not charge any of those costs to the grant, no match is required. However, if any of those costs are charged as direct expenditures to the grant, they must be matched dollar-for-dollar with non-federal funds. If an indirect cost rate is charged to the Perkins grant, we conclude that such administrative costs are included and there must be a like amount of indirect costs listed as match.

How are single parent/homemaker funds distributed in Montana?

Single parent/homemaker funds are awarded through the competitive grant process. **PRIORITY** will be given to the direct provision of services to single parents and homemakers in areas of Montana with limited social services and other vocational education opportunities. Emphasis will also be placed on assisting individuals with the greatest financial need.

Sex Bias/Stereotyping Category

Definition of special population to be targeted

This portion of the Perkins setasides for targeted populations is to be used for secondary and postsecondary vocational education and vocational-technical education students who are **participating in programs that are designed to eliminate the effects of sex bias and stereotyping** on their career choices and related coursework. It is open to both females and males who wish to pursue non-traditional career choices. There is particular emphasis on programs, services and activities for girls and women aged 14 through 25 that are designed to enable the participants to support themselves and their families.

Who may receive Perkins funds for sex bias/stereotyping projects?

Eligible recipients are school districts, vocational-technical centers, community colleges, tribal colleges, colleges with vocational education degree programs at less than the baccalaureate degree level, and community-based organizations (CBO's) of demonstrated effectiveness. Eligible recipients may also make arrangements with private vocational training institutions, private postsecondary educational institutions and employers to provide vocational education **IF** 1) those institutions or employers can make a significant contribution to achieving the objectives of the State Plan **AND** can provide substantially equivalent training at a lesser cost, **OR** 2) can provide equipment or services not available in public institutions.

What constitutes "demonstrated effectiveness" of CBO's?

The following criteria will be used on a case-by-case basis to assess demonstrated effectiveness of all community-based organizations submitting proposals for Perkins funds:

- A documented history of effectiveness in serving the targeted population and of making concerted efforts to achieve gender equity in the services provided;
- Financial stability and audit compliance as an organization;
- Community credibility as shown by community coordination and close cooperation with agencies, institutions, and other CBO's working specifically with the targeted population;

- o Demonstrated leadership in the field of vocational education for the targeted population.

How may Perkins funds be used to serve individuals participating in programs designed to eliminate sex bias and stereotyping in vocational education?

In addition to the activities mentioned in the population description above, these funds may be used to provide: support services for individuals participating in vocational education programs, services, and activities, including dependent-care services and transportation; and placement services for students who have successfully completed vocational education programs.

Perkins funds may be used to support day care costs **ONLY** when provided by state registered or licensed day care facilities. Perkins funds will not support day care provided by participants' family members.

If transportation is required to enable a project participant to get to and from funded project acitivities or vocational education and/or training, a travel allowance may be paid. The travel allowance may be paid up to 22.5¢ per mile for private vehicles for all miles travelled to and from project vocational education activities. Project staff may provide support for public transportation as deemed necessary for participant access to project activities.

What are the local matching requirements for sex bias/stereotyping funds?

There is no local matching requirement for the majority of sex bias and stereotyping funds. However, under some circumstances, there is a requirement for a dollar-for-dollar match of "local administrative costs."

Local administrative costs include only the costs to the grantee of filling out the quarterly reports and completing the final report for the project. If the grantee wishes to absorb all those costs and not charge any of those costs to the grant, no match is required. However, if any of those costs are charged as direct expenditures to the grant, they must be matched dollar-for-dollar with non-federal funds. If an indirect cost rate is charged to the Perkins grant, we conclude that such administrative costs are included and there must be a like amount of indirect costs listed as match.

How are sex bias/stereotyping funds distributed in Montana?

Sex bias/stereotyping funds are awarded through the competitive grant process.

Corrections Category

Definition of special population to be targeted

"**CRIMINAL OFFENDER**" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

A correctional institution means any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

How may Perkins funds be used for criminal offenders who are serving in a correctional institution?

Fund are to be used to provide vocational education services and activities designed to meet the special needs of, and to enhance the participation of, criminal offenders who are serving in correctional institutions.

What are the local matching requirements for corrections funds?

There is no local matching requirement for the majority of corrections funds. However, under some circumstances, there is a requirement for a dollar-for-dollar match of "local administrative costs."

Local administrative costs include only the costs to the grantee of filling out the quarterly reports and completing the final report for the project. If the grantee wishes to absorb all those costs and not charge any of those costs to the grant, no match is required. However, if any of those costs are charged as direct expenditures to the grant, they must be matched dollar-for-dollar with non-federal funds. If an indirect cost rate is charged to the Perkins grant, we conclude that such administrative costs are included and there must be a like amount of indirect costs listed as match.

How are corrections funds distributed in Montana?

Corrections funds are awarded through the competitive grant process.

Title II, Part B - Program Improvement, Innovation and Expansion

What is the purpose of Title II-B funds?

This part of the Perkins Act is designed to meet the needs defined in the State Plan to:

- o **EXPAND, IMPROVE,** or **MODERNIZE** existing vocational education programs, services or activities; or
- o **DEVELOP** high quality vocational education projects, services or activitities

that will provide the nation's existing and future workforce with marketable skills, improve productivity and promote economic growth. Note that Perkins funds are not used for community development projects, but rather to promote economic growth through quality vocational and vocational-technical education.

How may Title II-B funds be used?

Perkins funds in this category may be **ONLY** to expand, improve or innovate existing programs or to develop new programs. These funds may not be used to provide basic services in vocational education or vocational-technical education. There are four basic areas of project emphasis in Montana.

Curriculum Development -- Funds may be used to **improve** the quality of vocational education programs and to **develop** curricula within the state, including the application of basic skills training within vocational programs.

Personnel Development -- Funds will be used to support **inservice and preservice** training designed to increase the competence of vocational education teachers, counselors, and administrators, with special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational and vocational-technical education.

Career Counseling and Guidance -- Funds may be used to **improve and expand** career counseling and guidance projects, services or activities -- **NOT** to provide those basic services. These projects, services or activities must be organized and administered by certified school counselors for secondary projects or by individuals with at least a master's degree in social work, psychology, or vocational rehabilitation at the postsecondary level. Programs must be designed to meet the career development, vocational education, and employment needs of vocational or

vocational-technical education students and potential students. The projects, services, and activities may consist of:

- instructional activities for students that will help them: acquire self-assessment, career planning, career decision-making, and employability skills and make the transition from education and training to work; maintain the marketability of their current job skills in established occupations or develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skills shortages; obtain and use information on financial assistance for continued education and job training;

- counselor education;

- acquisition of equipment;

- opportunities for counselors to obtain firsthand experience in business and industry; and

- projects that give students an opportunity to become acquainted with business, industry, the labor market, and training opportunities.

Other Program Improvement, Innovation and Expansion Activities -- Funds may be used for:

- the improvement of the quality of vocational education programs in Montana, including high-technology programs involving industry-education partnerships and/or apprenticeship programs;

- the expansion of vocational education activities necessary to meet students' needs (e.g., adding a night session to a course normally offered only during the daytime or hiring teacher aides);

- the introduction of new vocational education programs, particularly in economically depressed areas of the state (Perkins funds may support the introduction of any particular new program for a maximum of three years. A "new" program is any vocational project, service, or activity that was not provided by the recipient during the instructional term preceding the grant period.);

- the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into the community or Montana;

- exemplary and innovative programs which stress new and emerging

technologies and which are designed to strengthen vocational and vocational-technical education services and activities;

- the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults, which may include upgrading the skills of employed workers, workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation, workers with limited English proficiency (see definition on page 11), displaced homemakers and single heads of households;

- the conduct of special courses and teaching strategies designed to teach the fundamental principles of mathematics and science through practical applications which are **an integral part of the student's prevocational or vocational program**;

- the activities of vocational student organizations that are carried out as **an integral part of the secondary and post-secondary vocational program**;

- prevocational programs;

- modern industrial arts programs and agricultural arts programs which provide students with awareness and basic skills in expanding and new technology areas such as robotics, lasers, computers, electronics, industrial power systems, fluidities, hydraulics, pneumatics, telecommunicatons and biotechnology;

- the acquisition of equipment and renovation of facilities necessary to improve or expand vocational programs within Montana. Equipment purchases must be for new equipment that is reflective of current or advanced technology. Equipment replacement will not be funded;

- the acquisition of high technology equipment for vocational programs. Proposals for such purchases **must** include activities for professional development and/or curriculum revision costs as necessary to fully use the equipment for the benefit of students;

- the acquisition and operation of communications and telecommunications equipment for vocational and vocational-technical programs;

- the provision of stipends for students entering or already enrolled in vocational and vocational-technical education programs and who have acute economic needs which cannot be met under work study programs. The amount of a stipend may be the larger of either the Montana or federal minimum hourly wage (See **Appendix G** for a thorough discussion of stipends);

- placement services for students who have successfully completed vocational education programs, including special services for handicapped individuals and cooperative efforts with rehabilitation programs;

- day care services for children of students in secondary and post-secondary vocational education programs. Perkins funds may be used to support day care costs **ONLY** when provided by state registered or licensed day care facilities. Perkins funds will not support day care provided by participants' family members.

Who may receive Perkins funds for Title II-B activities?

Eligible recipients are school districts, vocational-technical centers, community colleges, tribal colleges, colleges with vocational education degree programs at less than the baccalaureate degree level, and community-based organizations (CBO's) of demonstrated effectiveness in areas of Montana in which there is an absence of sufficient vocational education facilities or where vocational education programs do not adequately address the needs of disadvantaged students or wherever the CBO can better serve disadvantaged students. Eligible recipients may also make arrangements with private vocational training institutions, private postsecondary educational institutions and employers to provide vocational education **IF** 1) those institutions or employers can make a significant contribution to achieving the objectives of the State Plan **AND** can provide substantially equivalent training at a lesser cost, **OR** 2) can provide equipment or services not available in public institutions.

What constitutes "demonstrated effectiveness" of CBO's?

The following criteria will be used on a case-by-case basis to assess demonstrated effectiveness of all community-based organizations submitting proposals for Perkins funds:

- A documented history of effectiveness in serving targeted populations and of making concerted efforts to achieve gender equity in the services provided;

- Financial stability and audit compliance as an organization;

- Community credibility as shown by community coordination and close cooperation with agencies, institutions, and other CBO's working specifically with targeted populations;

- Demonstrated leadership in the field of vocational education for targeted populations.

What are the local matching requirements for Title II-B funds?

There is a dollar-for-dollar cash matching requirement for the use of all Title II-B funds. Federal funds and student tuition and fees may NOT be used as match. The exception to the use of federal funds as match involves some federal funds transferred to the tribes. Section 109 of the Tribally Controlled Community College Assistance Act of 1978 (25 U.S.C. 1809) was amended to allow that "...funds provided under this title to the tribally controlled community college may be treated as non-Federal, private funds of the college for purposes of any provision of Federal law which requires that non-Federal or private funds of the college be used in a project or for a specific purpose." Further, "...funds provided by the Bureau [of Indian Affairs] for adult vocational education to any vocational school (as defined for purposes of any program of assistance to students under the Higher Education Act of 1965) may be treated as non-Federal, private funds of such school for purposes of any provision of Federal law which requires that non-Federal or private funds of such school be used in a project or for a specific purpose." (**Congressional Record** - House, April 13, 1988, H1573)

If the eligible recipient has insufficient local matching funds to meet the entire dollar-for-dollar matching requirement for Title II-B funds, the applicant may request that the balance of matching funds needed to qualify for the federal dollar requested be provided from statewide overmatch that may be available. The statewide overmatch dollars would be provided as a credit, not as an actual cash disbursement. Eligible recipients with more matching dollars available than the federal amount they plan to request from Title II-B funds are asked to provide overmatch so less endowed eligible recipients may receive the federal dollars they need.

How are Title II-B funds distributed in Montana?

Title II-B funds are awarded through the competitive grant process. Twenty percent of the Title II-B funds are reserved for projects with statewide impact. The Montana Center for Vocational Education Research, Curriculum and Personnel Development is funded from the 20% setaside, as are support for technical committees, support for provision of technical assistance to the field, and specific projects identified in the RFP as targeted for statewide impact.

Title III -- Special Programs

What special programs are funded under Title III of the Act?

There are two categories that are funded by Congress for state administration under Title III.

State Assistance for Vocational Education Support Programs by Community-based Organizations (CBO's) -- Perkins funds may be used to support joint projects of eligible recipients (school districts, vocational-technical centers, community colleges, tribal colleges, postsecondary educational institutions with vocational programs at less than the baccalaureate degree level) and CBO's within Montana that provide the following special vocational education services and activities:

- outreach programs that facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training;
- transitional services such as attitudinal and motivational prevocational training programs;
- prevocational educational preparation and basic skills development, conducted in cooperation with business concerns;
- special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, and the youth of urban and rural areas having a high density of poverty who need special prevocational education programs;
- career intern programs;
- assessment of students' needs in relation to vocational education and jobs;
- guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

What are the local matching requirements for CBO funds?

There is no local matching requirement for the majority of CBO funds. However, under some circumstances, there is a requirement for a dollar-for-dollar match of "local administrative costs."

Local administrative costs include only the costs to the grantee of

filling out the quarterly reports and completing the final report for the project. If the grantee wishes to absorb all those costs and not charge any of those costs to the grant, no match is required. However, if any of those costs are charged as direct expenditures to the grant, they must be matched dollar-for-dollar with non-federal funds. If an indirect cost rate is charged to the Perkins grant, we conclude that such administrative costs are included and there must be a like amount of indirect costs listed as match.

How are CBO funds distributed in Montana?

CBO funds are awarded through the competitive grant process.

Consumer and Homemaking Education -- Eligible recipients in Montana are school districts. School districts may use Perkins funds to conduct approved consumer and homemaking vocational education programs that may include:

- o instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking;
- o instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management) and clothing and textiles.

At least one-third of these funds must be used for projects, support services and activities in economically depressed areas. Projects are to encourage the participation of traditionally underserved populations (those populations addressed in Title II-A) and to encourage the elimination of sex bias and stereotyping. Funds may be used to improve, expand and update consumer homemaking programs so that they address these priorities. A maximum of six percent of the funds may also be used to support administrative costs of leadership in consumer and homemaking education.

Projects may address program development and improvement of instruction and curricula relating to:

- o managing individual and family resources;
- o making consumer choices;
- o managing home and work responsibilities;
- o improving responses to individual and family crises;

- o strengthening parenting skills;
- o assisting aged and handicapped individuals;
- o improving nutrition;
- o conserving limited resources;
- o understanding the impact of new technology on life and work;
- o applying consumer and homemaker education skills to jobs and careers.

Funds may also be used for support services and activities designed to ensure the quality and effectiveness of programs, including:

- o demonstration of innovative and exemplary projects;
- o community outreach to underserved populations;
- o application of academic skills (such as reading, writing, mathematics, and science) through consumer and homemaking education programs;
- o curriculum development and development of instructional materials;
- o research and program evaluation;
- o teacher education;
- o upgrading of equipment;
- o teacher supervision;
- o State administration and leadership, including activities of the student organization.

State regulations require that anyone teaching consumer home economics in Montana's secondary schools be properly certified and endorsed. Therefore, such credentials must be indicated for projects funded in this category.

What are the local matching requirements for use of consumer/homemaking funds?

There is no local matching requirement for the majority of consumer and

homemaker funds. However, under some circumstances, there is a requirement for a dollar-for-dollar match of "local administrative costs."

Local administrative costs include only the costs to the grantee of filling out the quarterly reports and completing the final report for the project. If the grantee wishes to absorb all those costs and not charge any of those costs to the grant, no match is required. However, if any of those costs are charged as direct expenditures to the grant, they must be matched dollar-for-dollar with non-federal funds. If an indirect cost rate is charged to the Perkins grant, we conclude that such administrative costs are included and there must be a like amount of indirect costs listed as match.

If the state uses any of these funds to administer this special program, there is a dollar-for-dollar match requirement.

How are consumer/homemaking funds distributed in Montana?

Consumer/homemaking funds are awarded through the competitive grant process.

APPLICATION FOR FEDERAL VOCATIONAL FUNDS
THE REQUEST FOR PROPOSAL (RFP) FORM

Appendix B contains a copy of the Request for Proposal (RFP) form that will be used for both secondary and postsecondary Perkins Act grant proposals for program year 1990 (July 1, 1989 through June 30, 1990). This section of the Technical Assistance Manual provides a detailed explanation of the information to be included within each applicant's proposal.

Identifying Information

Track No. This is filled in by state staff to track the proposals as they are received. Secondary proposals will be prefaced with the letter "S," post-secondary proposals will be prefaced with the letter "P."

Applicant Agency This is the name of the eligible recipient agency making the the application for grant funds.

Examples: Beaverhead County High School
or
Dawson Community College
or
Career Training Institute

If the eligible recipient has a cooperative agreement with a CBO, the name of both agencies should be entered with the name of the agency to whom the grant funds will be sent listed first. For example, if the eligible recipient is Butte Vocational-Technical Center and the Center is subcontracting with Career Futures, Inc. to provide services to the Center's disadvantaged students, the applicant agency information would be filled is as follows:

Career Futures, Inc.(Butte VTC)

Catetory of Application Select only one funding category per proposal.

Title of Proposed Project In fourteen words or less, clearly and concisely name the project. Use key words, such as handicapped, guidance, disadvantaged, curriculum development, professional development, single parent/homemaker, etc.

Examples: Math Anxiety Course for Non-Traditional Students

Improving Secondary Career Counseling Services

Day Care Services for Single Parent Students

Upgrading Business Course Equipment

Project Administrator At the secondary level, this individual has administrative authority and is not generally the same person as the project director. This is typically the superintendent of schools for the district in which the applicant high school is located. All correspondence will be sent to this individual. At the postsecondary level, the project administrator is usually also the project director.

Project Director This is the individual who will be directing the activities of the project in order to achieve the stated objectives. The project director will either perform the activities or direct the efforts of others. This individual will have to have proper credentials and/or experience to direct the project. A copy of all correspondence sent to the project administrator will be sent to the project director if they are not the same person.

Address This is the address to which the correspondence is to be sent. If the address of the project administrator is not the same as the address of the project director, list both addresses.

Telephone This is the telephone number at which the project administrator and/or the project director may be reached during normal business hours. If the project administrator and the project director cannot be reached at the same number, list a telephone number for each.

The Proposal

Submit an original and a copy of the proposal that will be attached to the identifying information page. Keep in mind that readers will be influenced by the neatness and legibility of the proposals they read. Avoid submitting "boilerplate" that has been copied so many times that it is too faint to be read easily!

Summary of Project Director's Qualifications Describe the project director's academic and work experience qualifications for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have the required credentials. A master's degree in social work, psychology or vocational rehabilitation is required of all project directors for postsecondary projects involving guidance or counseling activities.

Certification as a school guidance counselor is required for secondary projects involving guidance or counseling activities. A bacccalaureate degree in home economics is also required for consumer and homemaking education projects.

Statement of Problem or Need and Evidence of Interagency Coordination Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency statistics or information from relevant documents and publications that adequately support the need statement. If equipment is being requested as part of a disadvantaged category proposal, specific documentation that at least 75% of the students enrolled in the eligible recipient agency meet the criteria for economically disadvantaged status must be presented in this section.

Proposals that concisely state the specific problem to be addressed will score higher than those that present a lengthy general statement about general problems. One reader wrote on a rating form last year, "Things are tough all over. What particular problem are you going to work on?"

One aspect of the statement of the problem or need that must be addressed by the project proposal is evidence that the applicant agency has made contact with other appropriate agencies in the service area and is actively coordinating available services and resources to prevent unnecessary duplication. (A requirement of the use of Perkins funds is coordination with agencies using Job Training Partnership Act (JTPA) funds.) Coordination at the secondary level should include at least three of the following: Chapter 1 teacher; special education teacher; vocational rehabilitation counselor; JTPA representative; Adult Education Act representative; apprentice training program coordinator. **Evidence of interagency coordination** can be submitted as letters of support for the specific objectives of the proposed project and/or as signatures, titles and dates of review by relevant individuals on a sheet that specifically lists the services to be provided and the population to be served. This coordination and communication must be done prior to submission of the proposal. Proposals submitted without proper documentation of interagency coordination will not be considered as qualified proposals for Perkins funds.

Objectives and Number to be Served The objectives to be accomplished by project activities are to be listed using a format illustrated in the RFP packet. The objectives, or planned outcomes, of the project must be stated in **measurable** terms and must include the **planned numbers** of **individuals to be served.** Do not confuse activities with objectives. Objectives should be attainable within the period of the

OBJECTIVES	ACTIVITIES	EVALUATION
1) Forty single parents/homemakers attending C.T.I. from four counties will achieve marketable word processing skills at a 90% skills attainment level within one program year as measured by pre- and post-testing.	1) An 8-week training program for attaining basic computer literacy and Word Perfect word processing skills will be taught five times during the program year by the CTI trainer.	1) Post-program skills testing results will be compared to pre-program skill levels by the CTI trainer at the end of each 8-week course to assess the proficiency of each program participant.
2) Two hundred students, educators and business people will demonstrate an introductory level of knowledge about CAD/CAM technology as shown by achieving an 80% accuracy level on a basic terms and functions test.	2) Four 4-day seminars will be taught in Great Falls, Billings, Missoula and Glasgow by the NMC instructor using CAD/CAM software and hardware.	2) Each seminar participant will be asked to complete a basic terms and function test before and after the seminar presentation. These data will be used to determine acquisition of a basic level of introductory knowledge about CAD/CAM technology.
3) Ten visually impaired business students will improve their calculation speed and accuracy by 50% through access to braille adapted calculators during the program year as measured by quarterly testing.	3) Equipment will be purchased and introduced into the business classroom with special orientation by the instructor during the first quarter of the program year.	3) Calculation speed and error rate will be assessed by the teacher once during each quarter to determine students' increase in speed and accuracy.
4) Prior to graduation from Belt High School, 90-95% of 105 students: will have completed a course in basic keyboarding in which at least half of their training will be on the computer; and will achieve a proficiency test score of at least 80% at the end of the course.	4) A 9-week introductory keyboarding course will be offered at the seventh grade level to all students.	4) Proficiency tests will be given to all students completing the keyboarding course.

program year for which the funding request is made. Several examples of objectives are shown on page 37.

Activities to Achieve Objectives The activities to be performed to achieve the objectives are to be listed using a format illustrated in the RFP packet. The activities should state what will be done, by whom, and within what timeframe. Several examples of activities related to their objectives are shown on page 37.

Evaluation The evaluation criteria and methods that will be used to assess the success of the project in achieving the stated objectives are to be listed using the format illustrated in the RFP packet. Evaluation criteria and methods must be listed for each objective. Indicate when evaluations will occur during the project period and who will conduct them. Examples of evaluation criteria and methods are illustrated on page 37.

Results, Products and Dissemination Indicate what products will result from project activities and how project results will be shared with other vocational educators and interested persons. Projects that include plans for active dissemination of project results will score higher than projects that do not include such "sharing" efforts.

Sex Bias and Stereotyping Indicate the active steps that will be taken in association with project activities to achieve gender equity enrollment in project services. For example, if the proposal is an equipment request to upgrade instructional equipment in a specific program, indicate the gender enrollment in the vocational education program involved and any steps that have been and/or will be taken by the agency to attain gender equity enrollment. Include a statement of agency policy and indicate the Title IX coordinator in order to document agency-wide commitment to equity.

Budget Narrative and Budget Form Describe how federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in the Personal Services, Operating and Instructional Equipment categories. <u>All</u> expenditures must clearly reflect the project's objectives. Indicate the source of any matching dollars required, including local administrative match. If the application is in the Disadvantaged, Handicapped, or Title II-B category and local funds are not sufficient to match the total federal dollars requested, indicate why and include a request for credit from statewide overmatch dollars that may be available.

Agencies requesting Disadvantaged or Handicapped funds must document that the federal funds requested are for supplemental or additional costs to the regular vocational program. Perkins funds will not pay half of the total program costs. If a separate, non-mainstreamed program is being provided, the agency must present documentation of its average-per-pupil expenditure and demonstrate that the requested federal funds represents half of additional or supplemental costs above and beyond that amount.

If indirect costs are being requested for the applicant agency, document the agency's approved restricted indirect cost rate. Rates at the secondary level are approved through the Office of Public Instruction. Postsecondary rates are approved by the Fiscal Department of the Office of the Commissioner of Higher Education. Indirect cost charges to federal dollars are limited to 8% of the federal dollars requested excluding equipment. Matching amounts are also limited to calculation on the federal dollars requested. See **Appendix D** for a discussion of the calculation of allowable indirect costs as direct charges to the grant request and as match.

Complete the detailed project budget form included in the RFP packet. Enter the name of the applicant agency and the Perkins fund category for the proposed project (e.g., Adult, or Handicapped, or Program Improvement, or Consumer/Homemaking, etc.). State staff will enter the project number if the project is funded. List budget detail in the first column labelled "Federal Budget Line Items." Summarize those items in the second column by budget category, (i.e., Personal Services, Employee Benefits, Operating Expenses, Indirect Costs, and Instructional Equipment) and then the total federal dollars requested. In the third column, list your matching dollars. You may do this in one of two ways: 1) listing matching dollars by line item; or 2) by budget category. If you list matching dollars by line item, do not enter budget category totals. Finish the matching column information by entering the total matching dollars provided. If statewide overmatch is requested for Handicapped, Disadvantaged or Title II-B category funds, list only the local matching dollars and then the total local match with an asterisk to indicate that the balance of match is requested from statewide sources.

State staff will finalize the budget with an approval signature and date if the project is funded.

Certification and Assurances The certification and assurances pages in the RFP must be signed by the appropriate individuals within the applicant agency. These individuals must be authorized to make legal assurances and certifications that the Perkins funds will be used according to the federal and state rules and regulations that apply. Further, these individuals must certify that the special requirements associated with the use of Disadvantaged and/or Handicapped funds will be met. **Proposals submitted without original signatures of the appropriate agency members will not be considered as qualified proposals for Perkins funds.**

Line 1 on the certification and assurances page is for the signature of the chairman of the local school or community college board. Line 2 is for the signature of the superintendent of the local school district or the president or director of a postsecondary education institution. Line 3 is for the signature of the principal or the department head. Line 4 is for the signature of the project director.

THE PROPOSAL REVIEW FORM -- THE RATING FORM

Appendix C contains the rating form that will be used to evaluate all qualified proposals for Perkins funding. **Qualified proposals** are those from eligible recipients that include appropriate certifications and assurances, evidence of interagency coordination and legal use of Perkins funds. Both secondary and postsecondary qualified proposals will be evaluated through use of the same form and will be read by the same group of readers. Readers are drawn from secondary and postsecondary vocational education and from members of the public.

Each qualified proposal is read by at least two readers. If the points earned by the proposal between the two primary readers differ by 20 or more points (approximately one standard deviation), a third reader is assigned. The three ratings are then averaged and doubled to obtain the final score.

The rating components of the Proposal Review Form are used to assess the applicant's response to the elements required in the RFP. Applicants are advised to use the rating form to assess their own proposals before submission to ensure that all relevant points have been clearly covered. The rating form is included in the RFP packet for informational purposes only -- it is not submitted with the proposal.

The relative weights given to the rating components are summarized as follow:

Points	Component
10	Summary of Project Director's Qualifications
30	Statement of Problem or Need and Evidence of Interagency Coordination
20	Objectives
10	Activities to Achieve Objectives
15	Evaluation
10	Results, Products and Dissemination
10	Sex Bias and Stereotyping
15	Budget Narrative and Budget Form
120	

Proposals receiving a score of less than 120 points between two readers will not be funded.

MANAGING AND REPORTING ON A FUNDED PROJECT

After all qualified proposals are rated by the panel of readers and proposals are funded in order of scoring, either a "conditional approval" letter or an "unfunded" letter will be sent to each applicant agency for each of their rated proposals. The unfunded letter notifies the applicant agency of those proposals that did not score highly enough to be funded with the funds available in the category of the proposal. Proposals that score less than 120 points between two readers will not be funded. The conditional approval letter is sent to notify the applicant that, subject to provision of any further needed corrections or clarification and the state's receipt of federal funds, the project will be funded at the beginning of the program year, i.e., July 1st.

The state staff (Vocational Education Services staff of the Office of Public Instruction for secondary projects and the Vocational-Technical Education staff of the Board of Regents for postsecondary projects) review any additional information required for final approval of the proposal. A letter is then issued that includes the approved and signed budget and the budget and reporting forms to be used during the program year. **Appendix E includes copies of the required reporting forms. NOTE:** Although the forms in the appendix are for postsecondary projects, the forms for secondary projects are in the same general format and contain the same information. **DO NOT COPY THESE FORMS TO USE WHEN SUBMITTING PROPOSALS OR WHEN REPORTING ON FUNDED PROJECTS.** The appropriate state agency will provide all necessary forms. If you need extra forms during the program year, call 444-2413 for secondary projects and 444-6569 at the postsecondary level.

Project Reporting

There are two fiscal reporting forms:

- **Disbursements and Estimated Requirements for Federal Funds**

  The purpose of the form is to systematically request the appropriate amount of federal funds to achieve the project activities within each quarter. The form is submitted each quarter of the program year (unless the entire project is conducted within a single quarter or in less than a program year). The entire amount of the grant may not be requested at the beginning of any quarter unless all activities of the grant will be performed in that quarter. An instruction sheet and the directions on the form itself state how to accurately complete the form.

- **Quarterly Expenditure/Final Expenditure Report**

  The purpose of this form is to specifically report the grant and match expenditures during each quarter of the program year. At

project completion, the total expenditures are certified by the authorized applicant representative -- usually the project administrator at the secondary level and the chief fiscal officer or agency head at the postsecondary level. The final expenditure report is due within 45 days of the completion of the program year -- by August 15th. **Failure to comply with closure requirements will jeopardize further receipt of Perkins funds**. Disbursement of federal funds in the next program year may be suspended until previous year closeout is complete. All eligible recipients must plan to have fiscal capability available to meet closure deadlines. The instruction sheet and the directions on the form state how to accurately complete the form.

There is one major enrollment/project activity reporting form and a special enrollment reporting form used only for Title II-A single parent/homemaker and sex bias/stereotyping projects (at both secondary and postsecondary level):

- **Final Report Form**

  The purpose of this form is to provide a uniform format for the field to use to summarize project activities and outcomes. The report is to be submitted within 60 days of the completion of the program year -- by August 30th. Enrollment data should include all project participants receiving benefit from project activities, including those students who will receive improved instruction through the purchase of updated or high technology equipment. **Failure to comply with closure requirements will jeopardize further receipt of Perkins funds**. Disbursement of federal funds in the next program year may be suspended until previous year closeout is complete.

- **Quarterly and Annual Enrollment Report**

  This form is to be used to track statistics on clients served through Perkins Act funds in the Title II-A Single Parent/Homemaker and Sex Bias/Stereotyping categories at both the secondary and postsecondary levels. The data reported will be included in an annual report that is mandated by federal law. The form may be used both as an individual client characteristic sheet that will be kept in the client's file to document eligibility for the particular category of Perkins funds being used and as a quarterly summary of clients served during the project year. The quarterly summary is to be submitted 30 days after the close of each quarter, i.e., by October 30, January 30, April 30, and July 30.

Project Dissemination

In addition to the periodic fiscal and narrative reporting that is required for all funded projects, there are special final reporting requirements for several of the Title II-B project categories. The National Center on Vocational Education Research receives copies of all curriculum development, personnel development, research and exemplary program projects funded through Perkins funds. All projects funded in those categories must submit to the apppropriate state office four copies of their developed curriculum, staff inservice training materials, research report or exemplary program materials at the conclusion of the project. These copies are due at the same time as the final narrative report, August 30th.

Project directors should also plan to share their developed curricula and staff inservice experiences with other vocational educators in the state. This may be done directly through sharing of materials or by notifying other educators of the availability of the information on request.

Record Keeping

Each grantee should maintain sufficient project records to document for each Perkins project:

- Participant eligibility -- If targeted populations are being served under Title II-A funding, justication of the eligibility of the participants for targeted population status must be on file within project records. For example:

Category	Documentation
Economically Disadvantaged	Proof of food stamps; AFDC; Pell Grant; payroll stubs; etc.
Academically Disadvantaged	Test scores; GPA; educational status - e.g. dropout, G.E.D., highest grade level attained, Limited English Proficient
Single Parent	Legal separation/custody document, proof of separate residence, divorce decree
Sex Bias/ Stereotyping	Non-traditional enrollment
Corrections	Offender status
Handicapped	SRS or Family Services or Vocational Rehabilitation handicapped, designation by Child Study Team the secondary level

Adult In Need of Training/Retraining See definition on page 17.

If Title II-B funds are used, documentation of program enrollment must be maintained, e.g., attendance rosters for seminars, enrollment book or list for a class. If equipment is being purchased with Title II-B funds, the number of students who will benefit from improved instruction resulting from updating classroom equipment is documented in the same manner.

NOTE: Federal regulations concerning the use of any federal funds for which the Secretary of the U.S. Department of Education has administrative responsibility state that authorized representatives of State education agencies may have "...access to student and other records which may be necessary in connection with the audit and evaluation of federally supported education programs, or in connection with the enforcement of or compliance with the federal legal requirements which relate to these programs." (section 99.35, 34 CFR Subtitle A) Therefore, the privacy of parents and students under section 438 of the General Education Provisions Act (Title IV of P.L. 90-247 as amended) will not be jeopardized by state staff review of participant eligibility data to verify correct use of Perkins funds.

- **Curriculum materials** -- What is being taught in the project program must be available to demonstrate curricular content and freedom from gender bias.

- **Special requirements** -- Use of some funds requires special, additional efforts of the part of grant recipients. For example, secondary schools receiving handicapped funds must coordinate project participation with each student's Individualized Education Plan (IEP). Specific plans for facilitating the transition from secondary to postsecondary education or from school to work must be addressed. All grantees must demonstrate that: equal access is provided to handicapped participants in recruitment, enrollment and placement; and that project activities are carried out in the least restrictive environment possible. There are special reporting requirements for all recipients of Single Parent/Homemaker and/or Sex Bias/Stereotyping grants. The special Quarterly and Annual Enrollment forms are sent to grantees with the reporting forms used by all grantees and are to be submitted quarterly. The information gathered from these quarterly reports will be used for an annual report to the State and to the federal government by Montana's Human Resource Development Officer. A copy of the Quarterly and Annual Enrollment Report Form is included in **Appendix E.**

- **Evaluation** -- Test instruments and surveys and all evaluation results must be maintained in project files for documentation of project results.

- **Placement data** -- Participant outcomes must be documented to substantiate project results. At minimum, data must be kept to show participant completion of the vocational class, explanation for non-completion, further enrollment in an education program, or job placement.

- **Project dissemination** -- Publications and marketing materials must be kept on file, as well as distribution records. A copy of the information submitted to the state office in the curriculum development, personnel development, research or exemplary program categories should also be on file.

- **Fiscal records** -- Documentation of all expenditures charged to grant funds must be clearly maintained. Source and expenditure of all matching funds, including in-kind match for disadvantaged projects, must also be documented. For disadvantaged and handicapped grants, records must show that only supplemental or additional costs are being charged as Perkins expenditures.

  Equipment purchased with grant funds must be properly listed in inventory records and permanently labelled as federal property. The grantee agency must have adequate procedures in place to prevent loss, damage or theft of the equipment. The grantee agency must ensure that equipment purchased with Perkins funds is used solely for authorized purposes.

  Equipment purchased with federal funds must remain on inventory for five years or audit trail information on the disposition of equipment must be available for five years. No equipment may be sold, traded or disassembled so as to lose its original identity unless procedures of CFR 34 Section 74.139 are followed.

ANNUAL REVIEWS OF FUNDED PROJECTS

Federal regulations require that each state annually evaluate at least 20% of its eligible recipients of Perkins funds. This annual performance review involves all projects of the eligible recipient within the program year reviewed.

Vocational Education Services staff of the Office of Public Instruction perform the annual reviews for secondary school eligible recipients and the Vocational-Technical Education staff of the Office of the Commissioner of Higher Education perform the postsecondary level reviews.

The review includes both fiscal and performance factors. Staff will give advance notice of pending performance review and will identify the kinds of information that will need to be readily available for examination. Performance evaluations will typically be done in the period between the end of the program year (June 30th) and the end of November of the same year. Performance reviews will be conducted on the projects of the completed program year.

The forms that will be used to evaluate the eligible recipient's projects will include:

- The Final Report Form that was completed to document attainment of objectives and the number of individuals served;
- The Project Evaluation Form for postsecondary projects; and
- The Assurance Checklist for Disadvantaged and Handicapped Project for secondary projects.

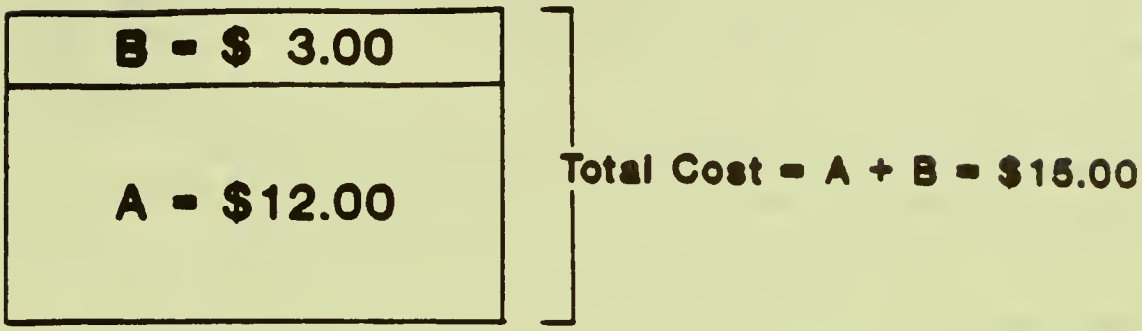
A copy of the Final Report Form is found in **Appendix E.** Copies of the other two forms are included in **Appendix F.** Each eligible recipient must be prepared to document all information included in their Final Report Form and to respond to the components of the other two forms.

NOTE: The fiscal review does not substitute for the formal audit required of eligible recipients under the Single Audit Act of 1984 (P.L. 98-502) and elaborated in OMB Circular A-128.

APPENDICES

APPENDIX A

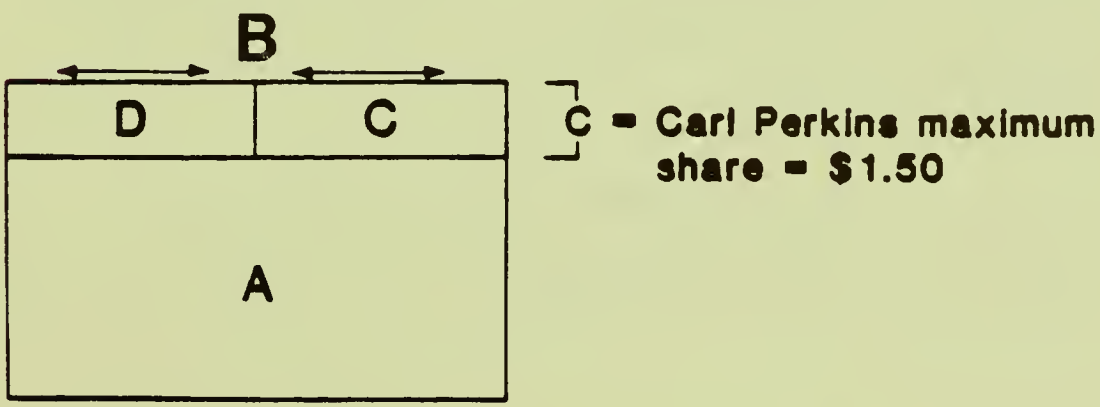
SUPPLEMENTAL OR ADDITIONAL COSTS
FOR
HANDICAPPED, DISADVANTAGED AND LEP PROJECTS



1. Representation of Cost wherein:

   A = Actual cost of serving a "regular" student in a given program or course, for example, $12.00/student.

   B = Excess or supplemental cost of serving a handicapped, disadvantaged, or limited English proficient individual because of additional needs, for example, $3.00/student.



2. Representation of Proportionate Costs wherein:

   A = State, local or other.

   D = State or local only, a minimum of $1.50.

   C = Maximum share paid under Carl D. Perkins, or a total of $1.50.

EXAMPLE ONE:

A community college wants to provide special equipment for ten visually impaired accounting students to improve their speed and accuracy when using a calculator. The special equipment consists of ten braille-adapted calculators which cost a total of $1500.

Perkins funds in the Handicapped category could be used to pay half the costs of obtaining those calculators -- or $750 -- because those costs represent supplemental or additional costs essential for those handicapped students to participate in the college's regular accounting course.

EXAMPLE TWO:

A high school wants to provide a special class for ten academically disadvantaged vocational education students that will provide remedial work in reading skills using material from the three vocational education courses taught in the school. They want to provide a part-time tutor, special reading workbooks, and a computer and software to provide interactive computer time for on-demand tutorial sessions. The total cost of providing the special class is calculated to be $8,000.

If at least 75% of the high school's total enrollment is <u>economically</u> disadvantaged, equipment may be requested in a Perkins grant proposal. However, because this special class is not a regular vocational education class open to all students and is, therefore, not a "mainstream" program, the entire cost of the proposed class cannot be considered supplemental or additional. Therefore, Perkins would pay for half of the costs above and beyond the average-per-pupil expenditure for the school's regular vocational education programs. If the school's average per pupil cost for its three vocational education programs is $150, and the school meets the 75% criteria, the Perkins share could be as follows:

Average/pupil cost X ten students = $150 X 10 = $1,500
Total Cost of Project - Base cost = $8,000 - $1,500 = $6,500
Therefore, the supplemental or additional costs = $6,500
Perkins share = $6,500 X 50% = $3,250

Track No._____

APPENDIX B

BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

APPLICATION FOR FEDERAL VOCATIONAL FUNDS
Carl D. Perkins Vocational Education Act

Applicant Agency: _____

Category of Application:

Title II, Part A

Handicapped	___	Single Parent/Homemaker	___
Disadvantaged	___	Sex Bias/Stereotyping	___
Adult Training	___	Corrections	___

Title II, Part B

Curriculum Development	___	Program Improvement, Expansion	
Personnel Development	___	and Innovation	___
Guidance/Counseling	___	Equipment	___

Title III

Part A - Community Based Organizations ___
Part B - Consumer and Homemaking Education ___

Title of Proposed Project (14 words or less):

_____

_____

Project Administrator: _____

Project Director (If not the Project Administrator):

_____

Address: _____

_____

Telephone No. _____

10 points *Summary of Project Director's Qualifications*

Describe the project director's qualifications for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have the required credentials.

NOTE: The project administrator designation on the application form is usually a secondary school administrator. All correspondence will be directed to that administrator with a copy to the project director. At the postsecondary level, the project administrator and the project director are usually the same person.

30 points *Statement of Problem or Need and Evidence of Interagency Coordination*

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency statistics or information from relevant documents and publications that support the need statement. Describe specific communication and coordination with other agencies taken prior to project submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically listing project objectives.

20 points *Objectives and Number to be Served*

Using the format shown on page 4 of this application, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and must include the approximate number of individuals to be served during the project period.

10 points *Activities to Achieve Objectives*

Using the format shown on page 4 of this application, list the activities that will be carried out to achieve each objective listed. State what will be done, by whom, and within what time frame.

15 points *Evaluation*

Using the format shown on page 4 of this application, specifically state the means by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 points *Results, Products and Dissemination*

Indicate what products will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points *Sex Bias and Stereotyping*

Indicate the active steps that will be taken in association with project activities to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity. Explain whether or not the project director has received equity training in the last two years.

15 points *Budget Narrative and Budget Form*

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. Indicate the source of any matching dollars required, including local administrative match for Single Parent/Homemaker, Sex Bias/Stereotyping and Corrections projects. If indirect costs are being requested, indicate the agency's approved restricted indirect cost rate. If the application is in the Disadvantaged category and local funds are not sufficient to match the total federal dollar requested, indicate why and include a request for credit from statewide overmatch funds that may be available.

Complete the budget sheet on page 5 of this application.

120 *TOTAL maximum points to be awarded each qualified proposal. Proposals that do not achieve at least 60 points will be disqualified.*

NOTE: *An application will be considered a "qualified proposal" for rating ONLY if the Assurances statements on pages 6 and 7 are properly signed AND if documentation of coordination is provided.*

OBJECTIVES (20 points)	ACTIVITIES (10 points	EVALUATION (15 points)

FEDERAL VOCATIONAL FUNDS
VOCATIONAL EDUCATION DETAILED PROJECT BUDGET

School and/or Project Applicant _____ Project Number _____ Fund Source (CHE Use) _____

Note if the match required line has been checked. Match 50/50 _____

Expenditure Items	Federal Budget Line Items	Original Budget Federal Funds Cost Area Total	Original Budget Matching Funds	Revision No. 1 Federal Funds Cost Area Total	Revision No. 1 Matching Funds	Revision No. 2 Federal Cost Area Total	Revision No. 2 Matching Funds
Administration (List only if allowable for match)	XXXXXXX	XXXXXXX					
Administration & Supervisors' Salaries & Benefits	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Personal Services	XXXXXXX						
Salaries		XXXXXXX		XXXXXXX		XXXXXXX	
Hourly Wages		XXXXXXX		XXXXXXX		XXXXXXX	
Employee Benefits	XXXXXXX						
FICA		XXXXXXX		XXXXXXX		XXXXXXX	
State Unemployment		XXXXXXX		XXXXXXX		XXXXXXX	
Teachers' Retirement		XXXXXXX		XXXXXXX		XXXXXXX	
Retirement - Other		XXXXXXX		XXXXXXX		XXXXXXX	
Insurance (specify)		XXXXXXX		XXXXXXX		XXXXXXX	
Operating Expenses	XXXXXXX						
Printing		XXXXXXX		XXXXXXX		XXXXXXX	
Honorarium		XXXXXXX		XXXXXXX		XXXXXXX	
Contracted Services		XXXXXXX		XXXXXXX		XXXXXXX	
Supplies & Materials		XXXXXXX		XXXXXXX		XXXXXXX	
Telephone		XXXXXXX		XXXXXXX		XXXXXXX	
Postage & Mailing		XXXXXXX		XXXXXXX		XXXXXXX	
Travel		XXXXXXX		XXXXXXX		XXXXXXX	
Rent		XXXXXXX		XXXXXXX		XXXXXXX	
Utilities		XXXXXXX		XXXXXXX		XXXXXXX	
Repair & Maintenance		XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses		XXXXXXX		XXXXXXX		XXXXXXX	
Indirect Costs							
Instructional Equipment	XXXXXXX						
Instructional Minor Equipment*		XXXXXXX		XXXXXXX		XXXXXXX	
Instructional Major Equipment**		XXXXXXX		XXXXXXX		XXXXXXX	
TOTAL BUDGET	XXXXXXX						
Date							
CHE Approval Signature							

*Expenditures for all instructional equipment having a unit cost of less than $300.
**Expenditures for all instructional equipment having a unit cost of $300 or more, $200 for SBAS accounting post-secondary only.

CERTIFICATION AND ASSURANCES
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

The eligible recipient will comply with the requirements of P.L. 98-524 (Carl D. Perkins Vocational Education Act) and all applicable federal and state rules and regulations. In particular, P.L. 98-524 funds will be used to supplement, and in no case supplant state or local funds.

The eligible recipient assures the Board of Regents that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI, and Section 504.

Line 1: _____

Chairman, Institutional Board of Trustees or Authorized Representative *Date*

Line 2: _____

President *Date*

Line 3: _____

Dean/Department Head/Administrator *Date*

Line 4: _____

Project Director *Date*

***IF** the project uses **Disadvantaged** or **Handicapped** funds, the following assurance must also be signed:*

The eligible recipient will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available, including occupational specific course of study, cooperative education, and apprenticeship programs; (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan; and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

(a) *Each secondary educational agency that receives an allocation of funds under Secs. 401.95 and 401.96 shall use those funds to provide information to handicaped and disadvantaged students concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs prior to their enrollment.*

(b) *(1) Each educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program:*

(i) An assessment of the interests, abilities, and special needs of that student with respect to successful completion of the program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the special needs established under paragraph (b) (1) (i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services;

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(b) *(2) Consistent with the regulations in this part, an educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b) (1) of this section.*

Line 1: _____

Chairman, Institutional Board of Trustees or Authorized Representative — *Date*

Line 2: _____

President — *Date*

Line 3: _____

Dean/Department Head/Adminstrator — *Date*

Line 4: _____

Project Director — *Date*

APPENDIX C

CARL D. PERKINS VOCATIONAL EDUCATION ACT
PROPOSAL REVIEW FORM

Reader Number _____ Total Points Earned_____

Applicant Institution: _____

Proposal Title: _____
_____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible)
Does the person responsible for the ojbectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate. (10 points) If in the Guidance/Counseling or Consumer Homemaking categories, or if counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

_____ Statement substantiates objectives of proposal. (10 points)

_____ Statistics and publications quoted are relevant to need statement. (10 points)

_____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and dates indicating awareness of project intentions and certification on non-duplication. (5 points)

_____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statement of objectives measurable? Do the objectives indicate the number of students or educators that will be served? Do the objectives address the need: to make vocational offerings responsive to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and postsecondary education; and to stress up-to-date and emerging technology?

_____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)

_____ Do the objectives indicate the number of individuals that will be served? (6 points)

_____ Do the objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana (1 point);

facilitation of entry into, and success in, vocational education or vocational-technical education (1 point);

easing the transition between school and work and/or secondary and postsecondary education (1 point);

incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings (1 point).

Comments:

Activities to Achieve Objectives - (10 points possible) Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

_____ The activities spell out what will be done (4 points)

_____ The persons who will perform the activities are specified (3 points)

_____ Timeframes are specified as to when the activities will be performed (3 points)

Comments:

Evaluation - (15 points possible) Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

_____ Evaluation criteria are stated for each objective. (5 points)

_____ The evaluation criteria are measurable (5 points)

_____ The mechanics of data collection are clearing stated for each objective (5 points)

Comments:

Results, Products and Dissemination - (10 points possible) Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

_____ Project objectives, activities and results will be publicized through reports and/or materials (5 points)

_____ Project activities include active distribution of project results to other vocational educators and service providers (5 points)

Comments:

Sex Bias and Stereotyping - (10 points possible) Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

_____ Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (5 points)

_____ A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)

_____ Sex equity training has been completed (2 points) Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Budget Narrative and Budget From - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? Is the match clearly specified, including any in-kind match in the Disadvantaged category? If overmatch is requested in the Disadvantaged category, is a detailed explanation provided as to why local match is insufficient? Does the narrative specifically address the use of funds to supplement and not to supplant state and/or local funds? If indirect costs are being claimed, is the agency's approved restricted rate stated?

_____ The budget narrative clearly ties planned expenditures to project objectives and activities. (7 points)

_____ Source of the match is clearly specified, including request to use in-kind match or statewide overmatch for proposals in the Disadvantaged category. (4 points)

_____ Specific statement is made on non-supplanting of local or state funds. (3 points)

_____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (1 point)

Comments:

APPENDIX D

INDIRECT COST RECOVERY AND MATCH

Administering federal grants costs eligible recipients money. If project activities involve paying staff, such agency departments as payroll and accounting will incur some expenses in handling the agency's preparation of time accounting and issuance of paychecks. Other expenses may include utilities and maintenance services for the space used by project participants and staff.

Indirect Costs as Direct Reimbursement

A maximum of eight percent (8%) of the total Perkins grant amount may be used to directly reimburse the eligible recipient for "hosting" the project IF:

- the eligible recipient has an approved restricted indirect cost rate, and
- equipment is excluded from the amount of the grant award when calculating the 8%.

Federal regulations mandate that federal programs that have anti-supplanting regulations, as Perkins does, may only apply a restricted indirect cost rate. Restricted indirect cost rates are derived by including direct costs of the agency for support of the federal grant, not administrative costs and debt service. An eligible recipient's restricted indirect cost rate must be approved before indirect costs may be claimed within Perkins grants. Secondary schools get approval through the Office of Public Instruction. Postsecondary eligible recipients must submit their restricted indirect cost rates for review by the fiscal department of the Office of the Commissioner of Higher Education. Some agencies negotiate an approved restricted rate with federal agencies. These rates must still be reviewed by OCHE before being considered approved for use with Perkins funds. If the approved restricted indirect cost rate was negotiated on one particular budget category (e.g., personal services), only the personal services portion of the federal grant may be counted when calculating indirect costs.

The example on the following page shows how 8% of the federal grant amount, excluding equipment, may be claimed as a direct expense within the grant by agencies with an approved restricted indirect cost rate of at least 8%. (If an agency's approved rate is less than 8%, only the approved rate may be used. For example, if the agency's approved restricted indirect cost rate is 4%, the maximum rate that could be applied to the federal grant amount is 4%.)

Cost Category in Grant Request	Amount Requested	Allowable for ICR
Personal Services (salaries, benefits)	$15,000	$15,000
Operating expenses (supplies, travel, etc.)	5,000	5,000
Instructional equipment	3,000	0
Subtotal	$23,000	$20,000
Indirect cost charge ($20,000 X .08)	1,600	
Total Direct Cost of Grant Request	$24,600	

Indirect Costs as Match

Most Perkins funds require a dollar-for-dollar cash match of state or local funds. Agencies with approved restricted indirect cost rates may use indirect costs as match in one of three ways:

- o apply 8% of their approved rate against the total federal dollars requested (minus equipment) as a direct cost reimbursement and apply the balance as match; **OR**

- o apply a portion of the rate against the total federal dollars requested (minus equipment) to recover less than the full 8% as direct cost reimbursement and use the balance to increase the match amount; **OR**

- o apply all of the rate against the total federal dollars requested (minus equipment) as match and request no direct cost reimbursement within the federal grant.

The first method provides some direct cash to support the agency's cost of administering the grant. The second and third methods reduce the amount of cash that must be provided to meet the matching requirements.

The following formula shows how indirect costs may be used as match:

(1)		(2)		(3)
Total Indirect Costs Allowable	-	8% Direct Charges to Grant	=	Allowable Indirect Costs for Match

(1) Total allowable indirect costs are calculated by taking the federal portion of the Perkins grant times the requesting agency's approved restricted indirect cost rate;

(2) The applicable federal portion of the Perkins grant determined under procedure (1) is multiplied by 8% to provide the recoverable federal indirect cost amount.

(3) The recoverable amount calculated under procedure (2) is subtracted from the total allowable indirect costs amount determined in procedure (1). The result is the amount of indirect costs that may be used as state/local matching funds in satisfying the cost sharing requirements of the Perkins funds.

The following example uses the previous formula to determine the direct reimbursement and match for a typical eligible recipient:

Agency: Montana County High School
Approved restricted indirect cost rate: 10%
Approved rate based on: Personal services and operating costs

Cost Category in Grant Request	Amount Requested	Allowable for ICR
Personal Services (salaries, benefits)	$15,000	$15,000
Operating expenses (supplies, travel, etc.)	5,000	5,000
Instructional equipment	3,000	0
Subtotal	$23,000	$20,000

Total Indirect Costs Allowable = .10 X $20,000 = $2,000
8% Direct Charges to the Grant = .08 X $20,000 = 1,600
Allowable Indirect Costs for Match = $ 400

Then, the total grant amount that would be requested to include the 8% direct charges to the grant would be as follows:

Cost Category in Grant Request	Amount Requested	Matching Amount
Personal Services (salaries, benefits)	$15,000	*
Operating expenses (supplies, travel, etc.)	5,000	*
Indirect charges and match amount	1,600	400
Instructional equipment	3,000	*
Total	$24,600	$24,600

* Montana County High School must show a total of $24,200 of cash match within the budget categories in addition to the allowable indirect costs used as match.

Remember that Montana County High School **may** elect to use the **entire** indirect costs allowable as match and **not** make direct charges to the grant. In that case, the amount of the federal grant request would be reduced, as well as the amount of match required, and the total amount of **cash** match would be reduced. The sample budget on the next page shows the impact of using indirect costs solely as match.

Cost Category in Grant Request	Amount Requested	Matching Amount
Personal Services (salaries, benefits)	$15,000	*
Operating expenses (supplies, travel, etc.)	5,000	*
Indirect charges and match amount	0	2,000
Instructional equipment	3,000	*
Total	$23,000	$23,000

* Montana County High School must show a total of $21,000 of cash match within the budget categories in addition to the allowable indirect costs used as match.

APPENDIX E

FEDERAL VOCATIONAL REPORT
PROJECT QUARTERLY REPORT
DISBURSEMENTS AND ESTIMATED REQUIREMENTS FOR FEDERAL FUNDS
(REQUEST FOR FUNDS)

INSTRUCTIONS

The amount of funds requested must be realistic for efficient project operation. Request sufficient funds for start-up costs.

This form is to be filled out by the school or organization requesting funds for the quarter. Quarter ending dates are September 30, December 31, March 31 and June 30.

Lines 1-4 are for the quarter just ended. Line 3 can be a negative amount if funds were insufficient for that quarter.

Line 4 must be the amount of dollars received.

Lines 5-10 are for the new quarter. Lines 5-7 are for each of the three months in the quarter (e.g., January, February, March). Line 8 is the total dollars required for the quarter. Line 9 is the dollar amount from line 3 above. Line 10 is line 8 minus line 9; or, if line 9 is a negative amount, line 10 is line 8 plus line 9.

Funds are requested for the quarter and paid by the month.

SEND COMPLETED POSTSECONDARY AND OTHER FORMS TO:

Commissioner of Higher Education
Attn: John Noble
Montana University System
33 South Last Chance Gulch
Helena, Montana 59620

Montana Board of Regents
of Higher Education
33 S. Last Chance Gulch
Helena, Montana 59620

Federal Vocational Education Project Quarterly Report Disbursements and Estimated Requirements for Federal Funds

Directions:

1. Please read this entire form before completing and signing.

2. Complete two copies of this report. Submit the original to the Deputy Commissioner for Vocational-Technical Education within ten (10) days after the close of each calendar quarter - July 10, October 10, January 10, April 10 - until final project completion report is made for the project; retain a copy for your files.

3. For a cooperative project involving several districts, submit only one report for the project. Show all disbursements made for the project and the amount of federal funds needed for the project. (Do not separate the amounts by district.)

4. The report must be signed by the authorized representative.

Organization or School	County	Project Number

Disbursement report for the past quarter ending _____
(Month) (Day) (Year)

DESCRIPTION	AMOUNT
1. Sum of disbursements of federal cash reported, all quarters prior to this one . . .	$_____
2. Disbursements of federal cash, this quarter only	$_____
3. Federal cash on hand at end of the quarter	$_____
4. Total federal cash accounted for (add lines 1+2+3); must equal total funds received for this project through the end of this quarter	$_____

Estimated requirements for federal funds, next quarter ending _____
(Month) (Day) (Year)

5. First month _____, anticipated cash disbursements . . . $_____

6. Second month _____, anticipated cash disbursements . . . $_____

7. Third month _____, anticipated cash disbursements . . . $_____

8. Total requirements for quarter (add lines 5+6+7) . . . . . $_____

9. Federal cash on hand at end of quarter (from line 3) . . . . . $_____

10. Net amount of federal cash required (line 8 minus line 9) . . . . . $_____

I certify that this report is true and complete to the best of my knowledge and belief:

Signed: _____
Authorized Representative Date

FEDERAL VOCATIONAL EDUCATION REPORT
QUARTERLY EXPENDITURE/CERTIFIED FINAL EXPENDITURE REPORT

To simplify reporting procedures, the Quarterly Expenditure Report and the Certified Final Expenditure Report have been combined. Complete lines 1-33 when submitting your quarterly report. Include line 34 when filing your final report.

Lines 1-26:

Fill in lines 3, 9, 21, 24, 25 and 26 under each column heading. These are the expenditure categories and coincide with the categories on the approved budget. Category expenditures may not exceed 110 percent of the approved budget without prior approval. The total of the approved budget may not be exceeded.

Lines 27-30:

Use these lines if direct administration costs are claimed for match. The total of lines 26 and 30 from the Local Match YTD column should equal line 26 of the total YTD column.

Line 31:

Grand total (total YTD column should equal Local Match YTD column).

Lines 32 and 33:

To be signed each quarter.

Line 34:

Fill out this portion only as a final report.

SEND COMPLETED POSTSECONDARY AND OTHER FORMS TO:

Commissioner of Higher Education
Attn: John Noble
Montana University System
33 South Last Chance Gulch
Helena, Montana 59620

FEDERAL VOCATIONAL EDUCATION REPORT
QUARTERLY EXPENDITURE/CERTIFIED FINAL EXPENDITURE

Check Quarter Ending 9/30 ☐ 12/31 ☐ 3/31 ☐ 6/30 ☐ Final ☐

Instructions: Expenditures in each bold face category may not exceed 110 percent of budget without prior approval from the Office of Public Instruction (OPI) or from the Commissioner of Higher Education office. The total of the approved budget may not be exceeded.

Major equipment expenditure means equipment having a unit cost of $300 or more; $200 or more for postsecondary units on SBAS.

Attach warrants, lists, inventory, etc., for your file copy for audit purposes.

School/Organization Name: _____

Project Number: _____

Line No.	Expenditure Items	Federal Project Funds Expended			Local Match YTD
		Budget Amt	Current Qtr	Total YTD	
1	Salaries				
2	Hourly wages				
3	**TOTAL PERSONAL SERVICES**				
4	FICA				
5	Retirement - Other				
6	State Unemployment				
7	Teachers' Retirement				
8	Insurance (specify)				
9	**TOTAL BENEFITS**				
10	Printing				
11	Honorarium				
12	Contracted Services				
13	Supplies & Materials				
14	Telephone				
15	Postage & Mailing				
16	Travel				
17	Rent				
18	Utilities				
19	Repair & Maintenance				
20	Other:				
21	**TOTAL OPERATING**				
22	Minor Equipment				
23	Major Equipment				
24	**TOTAL INSTRUCTIONAL EQUIPMENT**				
25	**INDIRECT COSTS**				
26	**TOTAL BUDGET**				

↑ at least 50/50 →

	Matching: (Use this portion only if applicable for matching purposes)				
27	Administration				
28	Salaries (list names)				
29	Other (specify)				
30	TOTAL				
31	GRAND TOTAL				

Approvals:

32 PROJECT DIRECTOR _____ _____
Print Signature

33 ADMINISTRATOR _____ _____
Print Signature

34 Final Close Out: Use this portion only to certify the final activity

Itemize equipment purchased with federal funds on the Final Report Form for Carl Perkins Vocational Act Projects.

I swear (or affirm) that all statements made herein are true and correct to the best of my knowledge

Signature of Applicant _____ Date _____

NOTE: This page has been photoreduced.

BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

FINAL REPORT FORM
FOR CARL D. PERKINS
VOCATIONAL EDUCATION ACT PROJECTS

This form is to be completed by the project director within 60 days after the specified project ending date.

Project Director Name: _____
Address: _____
_____
Telephone No.: _____

Project Number: _____
Project Title: _____
_____

Participants Served: (Write the number served OR leave blank if not appropriate)

	Grades 9-12		Postsecondary/Adult		Total
	Male	Female	Male	Female	
Handicapped					
Disadvantaged					
Adults					
Single Parents					
Nontraditional enrollees					
Incarcerated					
All Other					
TOTAL					

Accomplishment of Objectives:

Objectives	Measures of Accomplishment

Accomplishment of Objectives: (continued)

Objectives	Measures of Accomplishment

Quote and/or paraphrase any comments by participant(s) that indicate the success of the project.

If a publication and/or report was made, how did you let others know about your findings and/or success?

How did you coordinate your project activities with: Private Industry Councils, Adult Education Programs, Chapter 1 teachers, special education teachers, Social and Rehabilitation (SRS) representatives, vo-tech centers or other relevant entities?

What guidance, counseling programs and career development activities were provided to participants?

Handicapped and Disadvantaged Projects (ONLY)

What methods were used to assess interests, abilities and special needs of handicapped and disadvantaged students? _____

_____

_____

_____

_____

_____

_____

_____

Equipment Inventory

If any federal funds were used to purchase equipment costing more than $300.00, please complete the inventory on the next page. It is assumed that you have and will continue to have adequate safeguards to prevent loss, damage or theft of the equipment. It is further assumed that adequate maintenance procedures are used to keep the equipment in good condition.

The inventory requirements come from the Code of Federal Regulations (CFR) 34 Parts 1 to 299; Revised July 1, 1985, Sections 74.134 through 74.139.

Equipment purchased with federal funds must remain on inventory for five (5) years or audit trail information on the disposition of equipment must be available for five (5) years. No equipment may be sold, traded or disassembled so as to lose its original identity unless procedures of CFR 34 Section 74.139 are followed. Assistance with this section may be obtained from Jim Delsigne, Vocational-Technical Education Services (444-6570).

EQUIPMENT INVENTORY

Mnfctr. Model # or Ser. #	Date Acquired Mo/Da/Yr	Cost of Equip.	% of Cost from Fed. Funds	Location of Equip.	Cond. of Equip.*	Note on Transfer Replace or Dispos. of Equip.	Inventory Number

* G = Good F = Fair P = Poor

Signed: _____
Authorized Signature

QUARTERLY AND ANNUAL ENROLLMENT REPORT
SINGLE PARENT/HOMEMAKER AND
SEX BIAS/STEREOTYPING PROJECTS

Applicant Agency:_____ Project Director:_____
Project Number:_____ Address:_____
Project Title:_____
Telephone No.:_____

Client Name:_____
(Complete only when this form is used as individual client documentation.)

Category	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		TOTAL	
PROFILE OF CLIENTS SERVED:	M	F	M	F	M	F	M	F	M	F
Single Parents										
Homemakers										
Displaced Homemakers										
Other (Specify)										
White, Non-Hispanic										
Black, Non-Hispanic										
American Indian										
Alaska Native										
Hispanic										
Asian/Pacific Islander										
Non-Resident Alien										
Total Economic Disadvantaged										
Total Academic Disadvantaged										
No. of New Clients										
No. of Continuing Clients										
Age of Client										
20 and under										
21 - 30										
31 - 40										
41 - 50										
51 - 60										
61 - up										

Category	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		TOTAL	
	M	F	M	F	M	F	M	F	M	F
Educational Level										
Under High School										
High School Grad/GED										
Post-High School										
Vo-Tech										
College Grad										
Post-College										
Graduate Degree										
No. and Age of Children										
Number of Children										
0 - 2 years										
3 - 5 years										
5 - 12 years										
13 - 18 years										
19 - 21 years										
21+ years										
Out of Labor Force										
Less than 1 year										
1 - 5 years										
5 - 10 years										
Over 10 years										
Never worked for pay outside the home										
Income Level										
0 - 5,000										
5,001 - 7,500										
7,501 - 10,000										
10,001 - 12,500										
12,501 - 15,000										
15,001 - over										

Category	1st Quarter		2nd Quarter		3rd Quarter		4th Quarter		TOTAL	
	M	F	M	F	M	F	M	F	M	F
Income Source										
Social Security										
AFDC										
Child Support/Maintenance										
Part-time Employment										
Unemployment Benefits										
Disability Benefits										
Other										
Sources of Client Contact										
Radio or T.V.										
Newspaper										
Brochures										
Counselor										
Friend										
Agency										
(if referred by agency, name:										
Other										
Support Services Used by Client										
Day Care										
Transportation										
Housing										
Travel										
Other (please list)										

FOLLOW-UP AND EVALUATION

Educational Placements: Number of clients placed in vocational training programs

M	F	M	F	M	F	M	F	M	F

Employment Placements: Number of clients placed in employment

M	F	M	F	M	F	M	F	M	F

Average Wage at Placement

M	F	M	F	M	F	M	F	M	F

OUTREACH

List community agency, organization and media presentations:

Community agency and organization network, etc.

Agency	Presentation Contact	No. of Client Referrals TO	FROM

Other Outreach:

Please send in a copy of this quarterly report within 30 days of the quarter's closing, i.e., by October 30, January 30, April 30 and July 30.

EVALUATION

OFFICE OF PUBLIC INSTRUCTION
DEPARTMENT OF VOCATIONAL EDUCATION SERVICES

Assurance Checklist for Disadvantaged and Handicapped Projects under P.L. 98-524, Sec. 204(b)(c).

INSTRUCTIONS: Specialists and other personnel assigned disadvantaged or handicapped project management responsibilities are to complete this on-site checklist based upon factual evidence of existing local practices.

PROJECT NUMBER_____

PROJECT LOCATION_____

DIRECTOR'S NAME_____

See 204 "Criteria for Services and Activities for the Handicapped and for the Disadvantaged"

	CHECKLIST	
1. Records at the eligible recipient indicate that equal access has been provided disadvantaged and handicapped individuals with respect to activities of:		
a. Recruitment	YES	NO
b. Enrollment	YES	NO
c. Placement	YES	NO
d. A full range of program offerings is available; coop, apprenticeship	YES	NO
COMMENTS:		
2. Records of evidence indicate compliance with state and federal laws in providing the least restrictive environment.	YES	NO
COMMENTS:		

APPENDIX F

3. Planning for vocational services included appropriate representatives.	YES	NO
COMMENTS:		
4. Records indicate evidence that parents of disadvantaged or handicapped students and the students were provided information concerning opportunities available in vocational education at least by the beginning of grade eight.	YES	NO
COMMENTS:		
5. Disadvantaged and handicapped students enrolled in programs funded under P.L. 98-524 at the secondary level have received:		
a. Assessment of interests, abilities and special needs which assist the student in completing successfully the vocational education program.	YES	NO
b. Test the special services that were designed to assist the student. Check if applicable.		
1. curriculum revision_____		
2. instructional delivery modification_____		
3. equipment purchased 75% disadvantaged/handicapped enrollment required_____		
4. facilities modification_____		
5. other_____	YES	NO
c. A certified counselor is on staff who has been trained in providing special services.	YES	NO
d. Each handicapped individual has an Individual Education Plan on file.	YES	NO
COMMENTS:		

e. Evidence is available attesting to a transitional service for students who are:

1. Seeking job placement	YES	NO
2. Continuing education	YES	NO
3. Other _____	YES	NO
_____		

This evaluation sheet is to be signed and dated with one copy for the LEA and one copy to be placed in the Departmental project files.

Attach any technical assistance or follow-up correspondence.

_____ _____

Signature of Specialist Date

CARL D. PERKINS VOCATIONAL EDUCATION ACT
PROJECT EVALUATION FORM
Postsecondary Projects

Project No.:_____ Recipient Agency:_____

Project Title: _____

_____

Project Director:_____

Project Participants Documentation:

Participant files are available and current. YES_____ NO_____
If not, why not?

(Complete "Carl D. Perkins Participant File Checklist" sampling at least 20% of the program participants.)

For Handicapped or Disadvantaged Projects Only:

Records indicate that equal access has been provided handicapped and disadvantaged individuals to:

Recruitment YES_____ NO_____
Placement YES_____ NO_____
Enrollment in the agency and its postsecondary programs
YES_____ NO_____

If not to any of the above, why?

Records indicate that services are offered in the least restrictive environment possible. YES_____ NO_____

If not, why not and what corrective measures are being taken?

Attainment of Objectives:

Objective 1: 100% complete _____
Other percent complete _____
If not complete, why not?

Objective 2: 100% complete _____
Other percent complete _____
If not complete, why not?

Objective 3: 100% complete _____
Other percent complete _____
If not complete, why not?

Objective 4: 100% complete _____
Other percent complete _____
If not complete, why not?

(If more than four objectives, continue on separate sheet.)

Project Evaluation Documentation:

Written evaluations are on file and specifically address project objectives.
YES_____ NO_____
If not, why not?

Evidence of Sex Bias/Stereotyping Procedures:

Statistics on enrollment in the grant program reflect equity.
YES_____ NO_____
If not, why not and what efforts are being taken to correct?

Project Coordination Documentation:

Evidence of community, other education and business coordination is on file.
YES_____ NO_____
If not, why not?

Project Dissemination:

Publications and marketing materials as stated in the grant application are available and distribution records are present.
YES_____ NO_____
If not, why not?

Fiscal Documentation:

Accounting records clearly identify expenditures.
YES_____ NO_____
If not, list deficiencies.

Source documents are available for all accounting
YES_____ NO_____
If not, list deficiencies.

Payroll reflects cost allocation plan.
YES_____ NO_____
If not, list deficiencies.

Equipment purchased with grant funds is properly listed in inventory records.
YES_____ NO_____
If not, list deficiencies.

Physical examination of equipment indicates equipment is appropriately identified and securely located.
YES_____ NO_____
If not, list deficiencies.

Matching funds are clearly documented and coincide with project activities.
YES_____ NO_____
If not, list deficiencies.

APPENDIX G

USE OF CARL D. PERKINS FUNDS FOR STIPENDS

Pertinent Federal Regulations

Regulations for Title IIB of the Act (Vocational Education Improvement, Innovation and Expansion Program) include the following use of those funds:

> Section 401.60(b)(5) - A State may also use funds . . . by supporting the provision of stipends for students entering or already enrolled in vocational education programs and who have acute economic needs which cannot be met under work study programs. The amount of the stipend may be the larger of either the minimum wage prescribed by State or local law, or the minimum hourly wage set under section 6(a)(1) of the Fair Labor Standards Act of 1938 as amended . . . (emphasis added)

Eligible recipients of Title IIB funds include secondary and post-secondary educational institutions providing vocational education programs ". . . of sufficient size, scope, and quality to give reasonable promise of meeting the vocational education needs of students involved in the project." (Section 401.61(a)(2)) In addition to education institutions, the State may use Title IIB ". . . to make awards to community-based organizations (CBOs) of demonstrated effectiveness . . ." (Section 401.60(b)) The regulation specifies the circumstances under which CBOs may receive Title IIB funds as:

(1) In areas of the State in which there is an absence of sufficient vocational education facilities;

(2) In areas of the State in which the vocational education programs do not adequately address the needs of disadvantaged students; or

(3) Wherever the community-based organization can better serve disadvantaged students.

Regulations for Title IIA of the Act (Vocational Education Opportunities Program) are silent on the specific use of funds for stipends for targeted population groups. Federal interpretation of the "silence" is that unless the regulations make specific mention of the use of funds for a particular expense, the assumption is that the expense is not allowable.

The federal regulations do allow the transfer of Title IIB funds into Title IIA targeted population categories. In the "Questions" section of the August 16, 1985 Federal Register (Vol. 50, No. 159, p. 33300), the following statement is made:

There is no impediment to using funds under Title II, Part B of the Act to serve one or more populations in Title II, Part A, so long as Title II, Part B requirements are met and the funds are reported under Part B.

State Policy for Stipends Under Title IIB:

Stipends will be based on documented need and will not exceed $3.35 per hour of student/client participation in approved vocational or pre-vocational education programs or services.

Eligible Recipients - Stipends are allowable Perkins Act expenditures for approved Title IIB grants that have included documentation substantiating that there are insufficient work study funds available for all eligible entering or enrolled vocational education students.

Student eligibility will be determined on the basis of criteria already established for receipt of work study funds.

Section 504.2 of the Montana University System Policy and Procedure Manual provides the regulations for the Montana Work Study Program for the units of the university system and the state-supported community colleges. If the state's vocational-technical centers receive state-appropriations for work study, they will also be governed by those regulations.

All use of federal work study funds by Montana's educational institutions offering vocational education is governed by federal regulations for P.L. 99-498.

CBOs - Stipends are allowable expenditures of Perkins funds for approved Title IIB projects that document "acute economic need" for enrolled or entering program participants. For the purpose of fiscal year 1989, the criteria for definition of "acute economic need" will be:

Single parents - eligible for AFDC benefits;

Homemakers - meeting the definition of displaced homemaker under the federal JTPA Displaced Homemaker program.

These definitional criteria will be assessed, and revised if appropriate, for the fiscal year 1990 grant submission process.

State Policy for Stipends under Title IIA:

Stipends will be based on documented need and will not exceed $3.35 per hour of student/client participation in approved vocational or pre-vocational education programs or services.

Stipends are allowable expenditures for approved Title IIA (disadvantaged, handicapped, single parent/homemaker, corrections, sex bias/stereotyping, adult training/retraining) projects **ONLY IF THEY ARE FUNDED BY CARRYOVER TITLE IIB FUNDS TRANSFERRED BY THE SOLE STATE AGENCY** (Board of Regents) into one or more Title IIA categories of targeted populations. Under these circumstances, the approved grant will require dollar-for-dollar match for Perkins funds.

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